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ABSTRACT

This proceedings document from a conference on the Comprehensive System of Personnel Development (CSPD), which is authorized by the Individuals with Disabilities Education Act (IDEA), offers perspectives provided by Martha J. Fields and Thomas Hehir, on reauthorization of the IDEA. A discussion of the topic of paradigm shifts in staff development by Dennis Sparks is also included. Descriptions of conference sessions are provided on the following topics: CSPD planning and implementation, supply/demand models and issues, recruitment, certification/credentialing, alternative needs assessment strategies, preservice personnel preparation, continuing education, retention, occupational therapy services and issues, behavioral interventions, and social marketing. Specific topics addressed in these sessions include: CSPD and supporting regional partnerships, CSPD and state technical assistance systems, recruiting special education teachers through a teacher cadet program, alternative certification in special education, fast track retraining of general educators to meet special education needs, and issues of cultural diversity in personnel preparation. A conference program agenda, a directory of participants, a presenters index, and a subject index are also provided. (SW)

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PROCEEDINGS
OF
The THIRD ANNUAL CONFERENCE

Comprehensive System of Personnel Development (CSPD)
For Leadership and Change



Co-Sponsored By:

U.S. Office of Special Education Programs

Networking System for Training Education Personnel
National Association of State Directors of Special Education

In collaboration with:

National Institute on CSPD Collaboration
Council for Exceptional Children

National Early Childhood Technical Assistance System (NEC*TAS)

Federal and Regional Resource Centers for Special Education

Technical Assistance Center for Professional Development Partnerships
Project, Academy for Educational Development

National Clearinghouse for Professions in Special Education
Council for Exceptional Children

Alliance 2000 Project, University of New Mexico

May 8 - 10, 1995
Arlington, Virginia

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1985 CSPD CONFERENCE PLANNING COMMITTEE

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National Association of State Directors of Special Education (NASDSE)

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In Collaboration with:

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The Council for Exceptional Children
Karl Murray and Betty McCracken

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Alliance 2000 Project, *University of New Mexico*
Judy Smith-Davis, Ph.D., East Desk

Other Committee Members:

CSPD Coordinators
Barbara Thalacker, Ed.D., CA DOE, and Jo Read, VA DOE

Michael Rosenberg, Ph.D.
Department of Special Education, *Johns Hopkins University*

AGENDA

Sunday, May 7th

12:30 pm - 5:30 pm

Preregistration ■
Foyer outside of Ravensworth Ballroom

1:00 pm - 5:00 pm

Preconference Meetings
Mid-South Regional CSPD Coordinators Meeting ■
R. E. Lee Room
Northeast RRC Regional CSPD Coordinators Meeting ■
Mary Custis Lee Room

5:30 pm

Early Bird Social ■
Ravensworth Ballroom West

Monday, May 8th

7:30 am - 5:00 pm

Registration ■
Ballroom Foyer

8:00 am - 8:30 am

Continental Breakfast

8:30 am - 10:30 am

Plenary Session ■
Ravensworth Ballroom

10:30 am - 10:45 am

Break

10:45 am - 12:15 pm

Concurrent Sessions

12:15 pm - 1:30 pm

Regional Lunches for All Participants

1:30 pm - 2:30 pm

Concurrent Sessions

2:30 pm - 2:45 pm

Break

2:45 pm - 5:00 pm

Concurrent Sessions

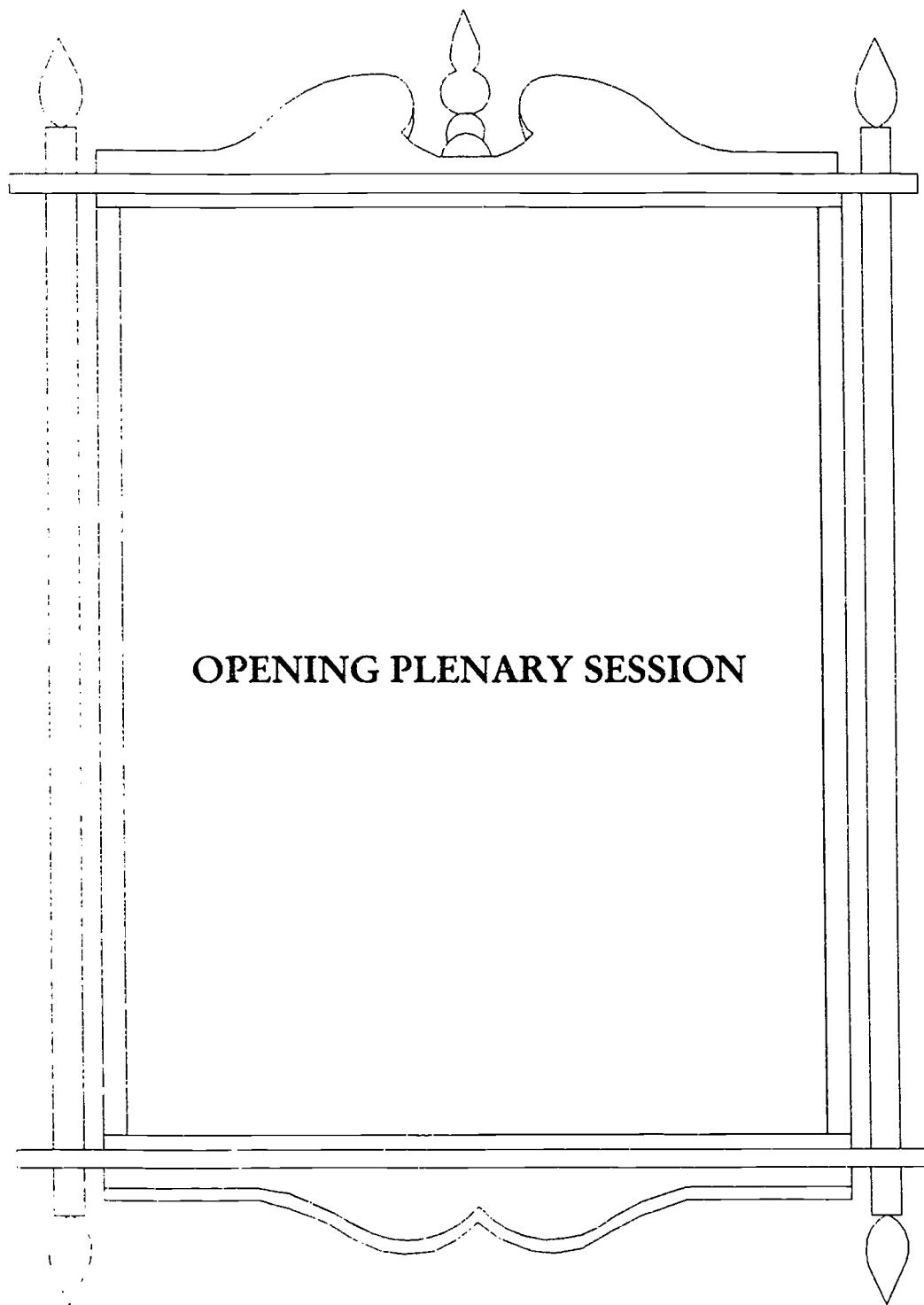
AGENDA

Tuesday, May 9th

7:30 am - 9:00 am	CSPD Coordinators Breakfast (by invitation) ■ Ravensworth Ballroom East
8:00 am - 9:00 am	Continental Breakfast
9:00 am - 10:00 am	Concurrent Sessions
10:00 am - 10:15 am	Break
10:15 am - 12:00 pm	Concurrent Sessions
12:00 pm - 1:30 pm	Lunch
12:00 pm - 1:30 pm	Mountain Plains RRC Regional CSPD Coordinators Luncheon ■ Hugo's Restaurant
	South Atlantic RRC Regional CSPD Coordinators Luncheon ■ Hugo's Restaurant
	Great Lakes RRC Regional CSPD Coordinators Meeting ■ Location to be announced
1:30 pm - 4:30 pm	Concurrent Sessions
3:45 pm - 6:00 pm	Live Interactive Satellite Teleconference on Best Practices in Attention Deficit Disorders ■ Ravensworth Ballroom West
6:00 pm - 7:00 pm	Reception ■ Ravensworth Ballroom East

Wednesday, May 10th

8:00 am - 9:00 am	Continental Breakfast
9:00 am - 10:30 am	Plenary Session ■ Ravensworth Ballroom
10:30 am - 10:45 am	Break
10:45 am - 12:00 pm	Concurrent Sessions
1:00 pm - 4:00 pm	Western RRC Regional CSPD Coordinators Meeting ■ Room 511



Monday, May 8th -
8:30 am - 10:30 am

OPENING PLENARY SESSION

Ravensworth Ballroom

Welcoming Comments

Martha J. Fields, Ed.D.
Executive Director
National Association of State Directors of Special Education

Pascal Trohanis, Ph.D.
Director
National Early Childhood Technical Assistance System (NEC*TAS)

Thomas Hehir, Ph.D., Director
Office of Social Education Programs
U. S. Office of Education

Jerónimo Domínguez, Ph.D., Dean
Division of Continuing Education
University of New Mexico

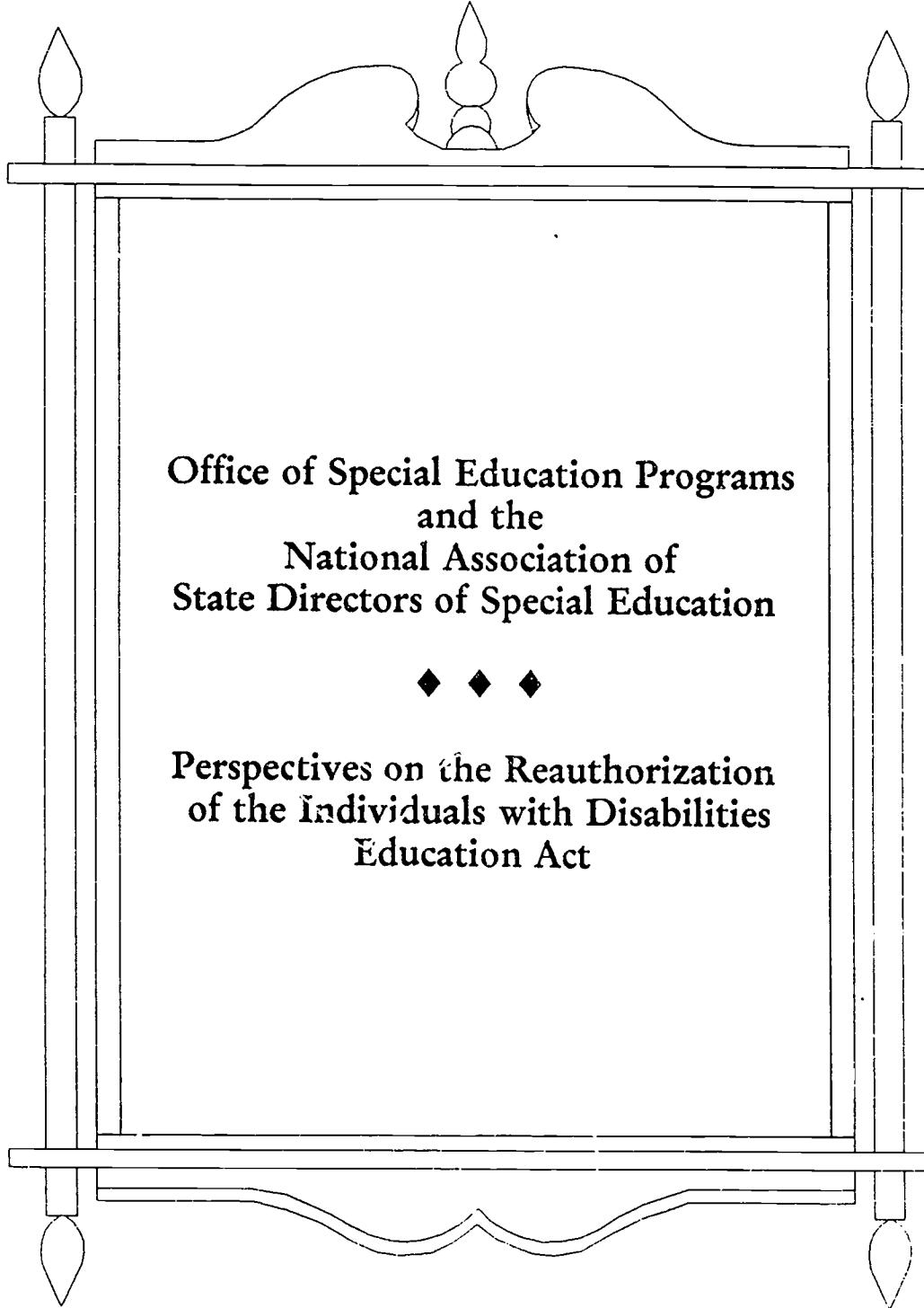
Perspectives on IDEA Reauthorization

Martha J. Fields, Ed.D, Moderator
Executive Director
National Association of State Directors of Special Education

Thomas Hehir, Ph.D., Director
Office of Social Education Programs
U. S. Office of Education

Conference Overview

Karl Murray
Director
National Institute on Comprehensive System of Personnel Development (CSPD) Collaboration
The Council for Exceptional Children



**Office of Special Education Programs
and the
National Association of
State Directors of Special Education**



**Perspectives on the Reauthorization
of the Individuals with Disabilities
Education Act**

**Martha Fields,
Executive Director,
National Association of State Directors of Special Education
Alexandria, Virginia**

(Transcribed from Audiotape)

NASDSE has a number of concerns regarding the reauthorization of the Individuals with Disabilities Education Act and federal funding.

Currently, Congress is considering recessions to the 1995-1996 federal budget. (That's money that has been in the federal budget which is available to school systems and Institutions of Higher Education for fiscal years 1995-1995). This money will be reduced. The House of Representatives has proposed significant cuts, while the Senate has proposed more modest cuts. These represent very drastic cuts in the 1995 budget.

A second concern is the 1996 Budget Resolution, which sets the spending limits for Congress in terms of what they can appropriate for programs.

A third concern is the 1996-1997 budget. We are hearing rumors that the 1996 proposed budget by the President may receive up to a 43% reduction in educational funding. If that occurs, it will be an absolutely major blow to the entire education system, including special education.

One organization surveyed the public recently. They found that people think education is important and they will pay higher taxes to continue to have quality education in this country. But they don't think there are major problems with education. They do not think it will take a lot of money to fix it and they do not think Congress is going to cut funds to education. So what this leads to is a rather complacent group of people who are taking education for granted and who believe that federal funds will continue to be available.

As we (NASDSE) talk to people on the Hill, one thing that has become very clear is that educators, parents, and business people from states must get active in Washington. The Congressional representatives are not very

interested in hearing from educational organizations in Washington, D.C., talk about what is going on in their home states. They want to hear directly from people in their home state.

We have observed that the strongest coalition is an educator, a parent, and a business person. They can let their representatives know the implications of budget cuts for their districts. I encourage you to take this information back home to your state and talk to your colleagues, parents, the business roundtable, and other business people in your community who have a vested interest in education.

A final concern is the threat to eliminate the federal Department of Education. The NASDSE Board of Directors, at a recent meeting, voted to actively support the continuation of the federal Department of Education. We believe there is a national interest in education in order to have an educated citizenry that promotes the culture and economic base of this country. The rhetoric is so geared towards employment, that we sometimes forget that education also creates a sense of appreciation for arts, music, and literature; enhances the quality of life for an individual; and enables a person to be productive. Because there is a national interest in having an educated, productive citizenry, we believe that there is a federal role for supporting those interests. We believe that the federal role can best be accomplished by a cabinet level Department of Education.

Thomas Hehir, Ed.D.
Director
Office of Special Education Programs (OSEP)
U.S. Department of Education
Washington, DC

(Edited & Condensed from Audiotape Original)

Dr. Hehir stressed it is important to recognize that IDEA is a good law. The changes being proposed in the reauthorization of IDEA will make a good law better. He briefly reviewed OSEP's vision statement of IDEA reauthorization which has five themes.

OSEP's VISION FOR IDEA REAUTHORIZATION

First Theme – IDEA and Education Reform

The first theme is the alignment of IDEA with state and local education reform. OSEP feels very strongly that students with disabilities need to be a part of education reform. OSEP does not want to continue the perception that there is a separate sub-system that educates children with disabilities in this country.

At the federal level, OSEP's efforts, through Goals 2000, School-to-Work legislation, and the reauthorization of the Elementary and Secondary Education Act (ESEA), have emphasized looking at unified approaches to school reform.

As the reauthorization of IDEA moves forward, it needs to be aligned with other school reform efforts. OSEP has tried to get away from fragmented federal approaches to problems and look at unified approaches.

Second Theme – Improving Results

A second theme is to improve results for students with disabilities through higher expectations and meaningful access to the general education curriculum. OSEP feels very strongly that students with disabilities should

be part of public accountability in education, a part of statewide assessment and local assessment -- not separate from. If educators believe that school districts should be held publicly accountable for the results of nondisabled students, the districts need to be held publicly accountable for the results of students with disabilities too.

Third Theme – Least Restrictive Environment

A third theme is addressing students' needs in the least restrictive environment. That has always been a requirement of the law. OSEP wants people to stop viewing special education as a place and view special education as a vehicle by which students get access to education.

The purpose of the IDEA was not to give students access to special education alone. The purpose was to give students access to education, of which special education for most students with disabilities, plays a critical role in assuring their success.

Fourth Theme – Personnel Preparation

CSPD plays a major role in our view of IDEA implementation. OSEP held extensive outreach meetings on IDEA reauthorization. The single biggest issue in those meetings among all types of constituencies was personnel development. Personnel preparation means providing those closest to students (families and teachers) with the knowledge and training they need to effectively address the needs of students with disabilities.

Fifth Theme – Focus Resources on Teaching and Learning

A fifth theme is to focus resources on teaching and learning. Educators have, at times in special education, diverted resources, a large amount of resources away from teaching and learning. Educators have been guilty of overassessing students, which again takes resources away from classrooms. At times educators have been guilty of requiring people to do too much paperwork. The reauthorization proposal seeks to emphasize teaching and learning.

Changes in the IEP

The Individualized Education Program (IEP) is a central document that has served the field well. OSEP need to make sure, as IDEA is reauthorized, that the primary focus is on teaching and learning.

The IEP should have the following components (some of which are already there). The IEP should have a statement on the nature of the child's disability in relationship to how that child can access the curriculum. It should address what the disability means in terms of the curriculum.

From research, educators know that students with disabilities, in general, do better when they are integrated than students who are separated. However, large numbers of integrated students, particularly students with learning disabilities, receive minimal support and accommodations in general education curriculum and classes. When students do not receive those kinds of modifications and supports, they have a higher probability of achieving bad results. So what special education does in the general curriculum is critically important to the success of integrated students. That should be part of the IEP.

General Educators' Involvement. A general education teacher should be part of the IEP team. If educators are serious about educating students in the least restrictive environment, we need to involve our partners in general education.

Needs of Students with limited English. The IEP needs to be specific about the language needs of students who do not have English as their first language. The IEP should be specific in terms of the needs of that child from a language perspective.

Focus on Transition. The IEP should have an earlier focus on transition. Currently, transition planning starts at age 16 for transition services. The orientation needs to change significantly to begin the planning process at age 14.

At age 14, the planning should focus on the high school program the student is going to receive. It's not good enough to just plan for transition services, if we have not educated the student well in the first place, if the student did not receive vocational preparation, if that young adult has not had strong attention to accessing and appreciating the curriculum at the secondary level.

At age 14 the IEP should have a strong statement about the curricular pathways the student is likely to be pursuing during his time in high school, and at age 16 the transitions services that he/she will need.

Measurable Annual Objectives. Lastly, the IEP needs to have measurable annual objectives. The practice of generating short-term objectives for students with disabilities should be optional, based on the nature of the annual objectives.

Changes in the Triennial Reevaluation

Another Part B change you need to be aware of is a change in the triennial reevaluation in OSEP's proposal. The triennial reevaluation will be optional in determining a child's disability every three years, depending upon the nature of the presenting problems of the child.

It is important every three years to look intensively at a student's program; but the look should be primarily on the student's program and its directions, not on whether the student continues to be disabled. Most disabling conditions, if properly evaluated, are permanent conditions.

Less-categorically Driven Eligibility

OSEP is very concerned about the degree in which services to students with disabilities are categorically driven. Often times students with a particular label receive the same services with no individualization.

OSEP want to move toward a less categorically driven system. OSEP does not, however, want to change eligibility. OSEP does not want to add categories or subtract categories of eligibility from the IDEA. But OSEP wants to support states that are moving toward noncategorical approaches.

PROPOSED CHANGES IN FUNDING

Dr. Hehir reviewed proposed changes in funding under IDEA.

Future Part B Funding

OSEP will recommend that future Part B funding be distributed on a census formula basis. In other words, by the population of the state (both public and private schools of the state). That's a bit of a change. However, states would continue to receive funds at the FY 95 level. Only new funding would be distributed based on population.

Incidental Benefit Rule

Another financial changes concerns the incidental benefit rule. Right now, IDEA funds must flow strictly to students with disabilities. If a special education teacher works in a general education classroom with nondisabled students, technically, that teacher should be keeping records on that. OSEP deducts federal money from that. Using the incidental benefit rule, the funding became a little more flexible.

No Commingling of Funds

While special education should be part of educational reform, special education money should not be commingled. IDEA funds should not be used for anything that school personnel want it to be used for. It is not there to buy football uniforms. It is there to support students with disabilities. While OSEP supports the more flexible use of IDEA funds, the funds must be used to purchase special education and related services. In other words, you would still have to buy special education or related services personnel or special education aid from federal funds. The personnel could be used flexibly in the general education environment as long as students with disabilities have their needs met.

PROPOSED CHANGES IN DISCRETIONARY PROGRAMS

There are \$254 million dollars in discretionary programs, other than Part H. There are thirteen other discretionary programs that fund personnel preparation, technology development, technical assistance to the states, research, model demonstration projects, and a number of other activities. These programs need to be consolidated. The current structure of discretionary programs promotes fragmented approaches to systems change and to improving special education. There should be authorities that cut across all disabilities in all age groups with a focus on substantive systemic change across systems and links with general education.

Recommendations for Five Authorities

OSEP is recommending five authorities rather than the current 13 authorities for discretionary programs.

Research to Practice

One authority would be research to practice. OSEP can certainly demonstrate that it has sponsored a research agenda that has been very close to the field. It has promoted innovation in special education -- like cooperative learning. The research authority needs to be enhanced and it needs to have provisions within it for large-scaled, systemic studies.

Technology Development and Media Services

The second authority would be technology development and media services. IDEA has served a critical role in the development of technology for people with disabilities. If the federal government does not support technology applications for individuals with disabilities, it won't happen. There is little special educational research being conducted with foundation money. For example, captioning was developed with IDEA money, an innovation the free market would never had produced because it only benefits one half of 1% of the population of the country. Yet, today every new TV is equipped with a device to allow it show captioned media. That is one of the things that has been developed under IDEA. OSEP has a critical role in the development of technology for people with disabilities and that Congress should support that with resources.

Parent Training

The third authority would be parent training. While parent training is currently under professional development, it needs to be a stand-alone program, it's not technically a professional development program. Parents need to be trained about IDEA and have educational options available to them. Having a disability is complex, the impact of a disability on a child's education is complex, and the special education law is complex in that the law assumes a strong parent role in implementation. The parent training program needs to be enhanced by moving more aggressively to address the needs of parents who historically have not been reached well -- parents who are ethnically or culturally diverse, limited English speaking, and living in rural or urban areas.

Professional Development

OSEP will be seeking a significant restructuring of the professional development program. Essentially, there will be four main areas of the professional development program that we will be supporting. One area will be projects of national significance that will enhance the federal role in promoting innovation in the higher education system.

The field needs to look at what are the best practices for special and general education personnel who serve students with disabilities. This should be a research and development activity with a strong dissemination component. OSEP should be impacting the higher education system, in terms of content.

A second emphasis is to enhance the role of the federal government in producing teachers for low incidence disabilities. Most states do not have sufficient demand to justify state-based programs for teachers of low incidence disabilities. There has been a tremendous decrease in the number of these programs, even though there has not been a decrease in the need for the teachers. We need to have a federal presence in sponsoring the development of regionalized approaches to the preparation of low incidence disability personnel. These programs need to be funded indefinitely by the federal government, not just for five years.

State Improvement Activities

Another emphasis is on state improvement activities. In the past, states have not received sufficient support in implementing IDEA. OSEP has monitored states. OSEP has gone in and told states that they have done something wrong and to fix it. That's a primitive view of organizational development.

OSEP needs to support states' movement toward a higher level of IDEA implementation -- not simply telling states what's right or wrong, but emphasizing a continuous improvement mode.

OSEP is looking for a discretionary program that will fund approximately \$1 million per state. States will develop state improvement plans that will look at their implementation of IDEA and the results they are achieving for students with disabilities, with a strong systems change effort on improving results for students with disabilities. A major component of that plan will have to be staff development.

OSEP will view this plan as substitute for CSPD that incorporates all the requirements for CSPD within the plan. The federal government will implement a peer review process for the plans. It is not simply money that OSEP will be giving to states with no strings attached. There has to be a credible plan for moving the state forward. The plan would address the personnel needs in the state.

Within these plans, there would be strong participation by institutions of higher education, local education agencies, parents, and representatives of general education. They would closely coordinate with Goals 2000 or other state reform efforts.

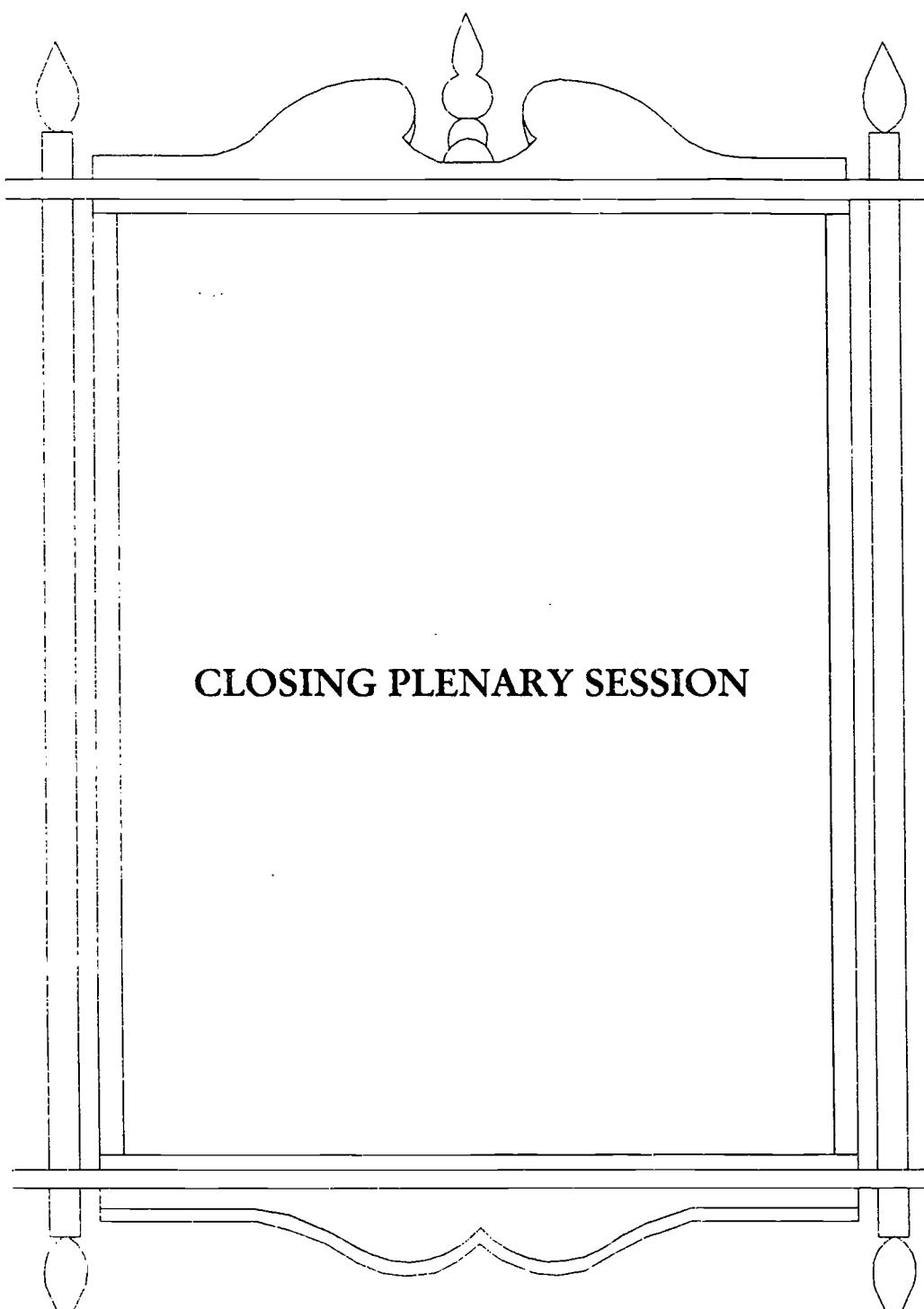
OSEP is really excited about this program. It incorporates some of the best efforts that have gone on within the states in terms of CSPD and systems change. The plans will give states significantly enhanced discretionary funds in order to address these issues.

Summary

In summary, those are the major features of OSEP's reauthorization proposal as outlined in the vision paper.

CLOSING COMMENTS BY MARTHA FIELDS

Thank you Tom. I have been very impressed by the work of the Department on the vision paper. As I talk to people in Congress, it's amazing that the vision is receiving broad support. Usually nothing receives broad support. So to put forth a vision paper that is potentially controversial and receive the kind of support it is receiving, I think speaks very highly of the work done on it and the marketing of it to the people on the Hill.



CLOSING PLENARY SESSION

Wednesday, May 10th —
9:00 am — 10:30 am

PLENARY SESSION

..... Ravensworth Ballroom

Introduction

Karl Murray
National Institute on CSPD Collaboration
The Council for Exceptional Children

Keynote: "Paradigm Shifts in Staff Development"

Dennis Sparks, Ph.D.
Executive Director
National Staff Development Council

Closing Remarks

Karl Murray
National Institute on CSPD Collaboration
The Council for Exceptional Children

A PARADIGM SHIFT IN STAFF DEVELOPMENT

by Dennis Sparks

During the past 20 years, it has gone by many names—inservice education, staff development, professional development, and human resource development. But whatever it was called, it too often was essentially the same thing—educators (usually teachers) sitting relatively passively while an “expert” “exposed” them to new ideas or “trained” them in new practices. The success of this endeavor was typically judged by a “happiness quotient” that measured participants’ satisfaction with the experience and their assessment regarding its usefulness in their work.

Fortunately, all of this is at long last being swept away by irresistible forces that are currently at work in education. History teaches us the power of a transforming idea, an alteration in world view so profound that all that follows is changed forever. Such a paradigm shift is now rapidly transforming the discipline of “staff development.” (I will use this term throughout because our professional language has not yet caught up with the paradigm shift that is described below.)

Three Powerful Ideas

Three powerful ideas are currently altering the shape of this nation’s schools and the staff development that occurs within them.

■ **Results-driven education.** Results-driven education judges success not by the courses students take or the grades

they receive, but by what they actually know and can do as a result of their time in school. Results-driven education for students will require that teachers and administrators alter their attitudes (e.g., from the idea that grades should be based on the bell curve to the belief that virtually all students can acquire the school’s valued outcomes provided they are given sufficient time and appropriate instruction) and acquire new instructional knowledge and skills.

Results-driven education for students will require results-driven staff development for educators. Staff development’s success will be judged primarily not by how many teachers and administrators participate in staff development or how they perceive its value, but by whether it alters instructional behavior in a way that benefits students. The goal of staff development and other improvement efforts is becoming improved performance on the part of students, staff, and the organization.

■ **Systems thinking.** This second transforming idea recognizes the complex, interdependent relationships among the various parts of the system. When the parts of a system come together, they form something that is bigger and more complex than those individual parts. Systems thinkers are individuals who are able to see how these parts constantly influence one another in ways that can support or hinder improvement efforts. Because educational leaders typically have not

thought systemically, reform has been approached in a piecemeal fashion.

An important aspect of systems thinking is that changes in one part of the system—even relatively minor changes—can have significant effects on other parts of the system, either positively or negatively. To complicate the situation, these effects may not become obvious for months or even years, which may lead observers to miss the link between the two events.

For instance, graduation requirements may be increased, teachers may be trained in some new process, or decision making may be decentralized, with little thought given to how these changes influence other parts of the system. As a result, “improvements” in one area may produce unintended consequences in another part of the system (e.g., increasing graduation requirements in science without making appropriate changes in assessment, curriculum, and instructional methods may increase the dropout rate).

To address this issue, Peter Senge, author of *The Fifth Discipline* (1990), encourages organizational leaders to identify points of high leverage in the system—points that he refers to as “trim tabs.” Change introduced into

Dennis Sparks is Executive Director of the National Staff Development Council in Oxford, Ohio. This article is reprinted from the Fall 1994 issue of the *Journal of Staff Development*.

these areas can have a positive ripple effect throughout the organization (e.g., a change in assessment strategies may have a significant effect on curriculum and instruction).

■ **Constructivism.** Constructivists believe that learners build knowledge structures rather than merely receive them from teachers. In this view, knowledge is not simply transmitted from teacher to student, but is instead constructed in the mind of the learner. From a constructivist perspective, it is critical that teachers model appropriate behavior, guide student activities, and provide various forms of examples rather than use common instructional practices that emphasize telling and directing.

Constructivist teaching will be best learned through constructivist staff development. Rather than receiving "knowledge" from "experts" in training sessions, teachers and administrators will collaborate with peers, researchers, and their own students to make sense of the teaching/learning process in their own contexts. Staff development from a constructivist perspective will include activities that many educators may not even view as staff development, such as action research, conversations with peers about the beliefs and assumptions that guide their instruction, and reflective practices (e.g., journal keeping).

Changes in Staff Development

Results-driven education, systems thinking, and constructivism are producing profound changes in how staff development is conceived and implemented. Some of the most important of these changes are:

■ **From individual development to individual development and organizational development.** Too often we have expected dramatic changes in schools based solely on staff development programs intended to help individual teachers and administrators do their jobs more effectively. An important lesson from the past few years, however, has been that improvements in individual performance alone are insufficient to produce the results we desire.

It is now clear that success for all students depends upon both the learning of individual school employees and improvements in the capacity of the organization to solve problems and renew itself. While the knowledge, skills, and attitudes of individuals must continually be addressed, quality improvement expert W. Edwards Deming estimates that 85 percent of the barriers to improvement reside in the organization's structure and processes, not in the performance of individuals.

For instance, asking teachers to hold higher expectations for students within a school that tracks students pits teachers against the system in which they work. As systems thinking has taught us, unless individual learning and organizational changes are addressed simultaneously and support one another, the gains made in one area may be canceled by continuing problems in the other.

■ **From fragmented, piecemeal improvement efforts to staff development driven by a clear, coherent strategic plan for the school district, each school, and the departments that serve schools.** Educational experts such as Seymour Sarason (1990) and Michael Fullan (1991) have criticized schools for their fragmented approach to change. School improvement too often has been based on fad rather than on a clear, compelling vision of the school system's future. This, in turn, has led to one-shot staff development workshops with no thought given to follow-up or to how the new technique fits in with those that were taught in previous years. In the worst case, teachers are asked to implement poorly understood innovations with little support and assistance, and before they are able to approach mastery, the school has moved on to another area.

An orientation to outcomes and systems thinking has led to strategic planning at the district, school, and department levels. Clear, compelling mission statements and measurable objectives expressed in terms of student outcomes give guidance to the type of staff development activities that would best serve district and school goals. In turn, district offices such as staff development and curriculum see

themselves as service agencies for schools. This comprehensive approach to change makes certain that all aspects of the system (e.g., assessment, curriculum, instruction, parent involvement) are working in tandem toward a manageable set of outcomes that are valued throughout the system.

■ **From district-focused to school-focused approaches to staff development.** While districtwide awareness and skill-building programs sometimes have their place, more attention today is being directed to helping schools meet their improvement goals. Schools set their goals both to assist the school system in achieving its long-term objectives and to address challenges unique to their students' needs.

School improvement efforts in which the entire staff seeks incremental annual improvement related to a set of common objectives (e.g., helping all students become better problem solvers, increasing the number of students who participate in a voluntary community service program to 100 percent) over a 3- to 5-year span are viewed as the key to significant reform. As a result, more learning activities are designed and implemented by school faculties, with the district's staff development department providing technical assistance and functioning as a service center to support the work of the schools.

■ **From a focus on adult needs to a focus on student needs and learning outcomes.** Rather than basing staff development solely upon the perceptions of educators regarding what they need (e.g., to learn about classroom management), staff development planning processes are more often beginning by determining the things students need to know and be able to do and working backward to the knowledge, skills, and attitudes required of educators if those student outcomes are to be realized. This shift does not negate the value of teachers' perceptions regarding their needs, but rather places those needs within a larger context.

■ **From training that one attends away from the job as the primary delivery system for staff development**

to multiple forms of job-embedded learning. Critics have long argued that too much of what passes as staff development is "sit and get" in which educators are passive recipients of received wisdom. Likewise, a great deal of staff development could be thought of as "go and get" because "learning" has typically meant leaving the job to attend a workshop or other event.

While well-designed training programs followed by coaching will continue to be the preferred method for developing certain skills, school employees will also learn through such diverse means as conducting action research, participating in study groups or small-group problem solving, observing peers, keeping journals, and becoming involved in improvement processes (e.g., participating in curriculum development or school improvement planning).

■ **From an orientation toward the transmission of knowledge and skills to teachers by "experts" to the study by teachers of the teaching and learning processes.** Teachers will spend an increasingly larger portion of their work day in various processes that assist them in continually improving their understanding of the teaching and learning process. Action research, study groups, and the joint planning of lessons, among other processes, will be regularly used by teachers to refine their instructional knowledge and skills.

■ **From a focus on generic instructional skills to a combination of generic and content-specific skills.** While staff development related to cooperative learning, mastery learning, and mastery teaching, among other topics, will continue to have its place, more staff development of various forms will focus on specific content areas such as mathematics, science, language arts, and social studies. Recent studies have revealed the importance of teachers possessing a deeper understanding of both their academic disciplines and of specific pedagogical approaches tailored to those areas.

■ **From staff developers who function primarily as trainers to those**

who provide consultation, planning, and facilitation services, as well as training. Staff developers are more frequently called on today to facilitate meetings or to assist various work groups (e.g., a school faculty, the superintendent's cabinet, a school improvement team) solve problems or develop long-range plans. While staff developers will continue to provide training in instructional areas, results-driven education and systems thinking have placed teachers, administrators, and school employees in new roles (e.g., team leader, strategic planning team member) for which training in areas such as conducting effective meetings will be required for successful performance.

■ **From staff development provided by one or two departments to staff development as a critical function and major responsibility performed by all administrators and teacher leaders.** Job-embedded staff development means that superintendents, assistant superintendents, curriculum supervisors, principals, and teacher leaders, among others, must see themselves as teachers of adults and view the development of others as one of their most important responsibilities. Individuals who perform these roles are increasingly being held accountable for their performance as planners and implementers of various forms of staff development.

As responsibility for staff development has been spread throughout the school system, the role of the staff development department has become even more important. Staff development departments are assisting teachers and administrators by offering training and ongoing support in acquiring the knowledge and skills necessary to assume new responsibilities. Staff developers, among their other responsibilities, provide one-to-one coaching of these individuals in their new roles and facilitate meetings that are best led by individuals who are outside of a particular group.

■ **From teachers as the primary recipients of staff development to continuous improvement in**

performance for everyone who affects student learning. To meet the educational challenges of the 21st century, everyone who affects student learning must continually upgrade his or her skills—school board trustees, superintendents and other central office administrators, principals, teachers, the various categories of support staff (e.g., aides, secretaries, bus drivers, custodians), and parents and community members who serve on policy-making boards and planning committees.

■ **From staff development as a "frill" that can be cut during difficult financial times to staff development as an essential and indispensable process without which schools cannot hope to prepare young people for citizenship and productive employment.** Both the development of school employees and significant changes in the organizations in which they work are required if schools are to adequately prepare students for life in a world that is becoming increasingly more complex. Fortunately, results-driven education and systems thinking provide us with the intellectual understanding and the means to create the necessary reforms.

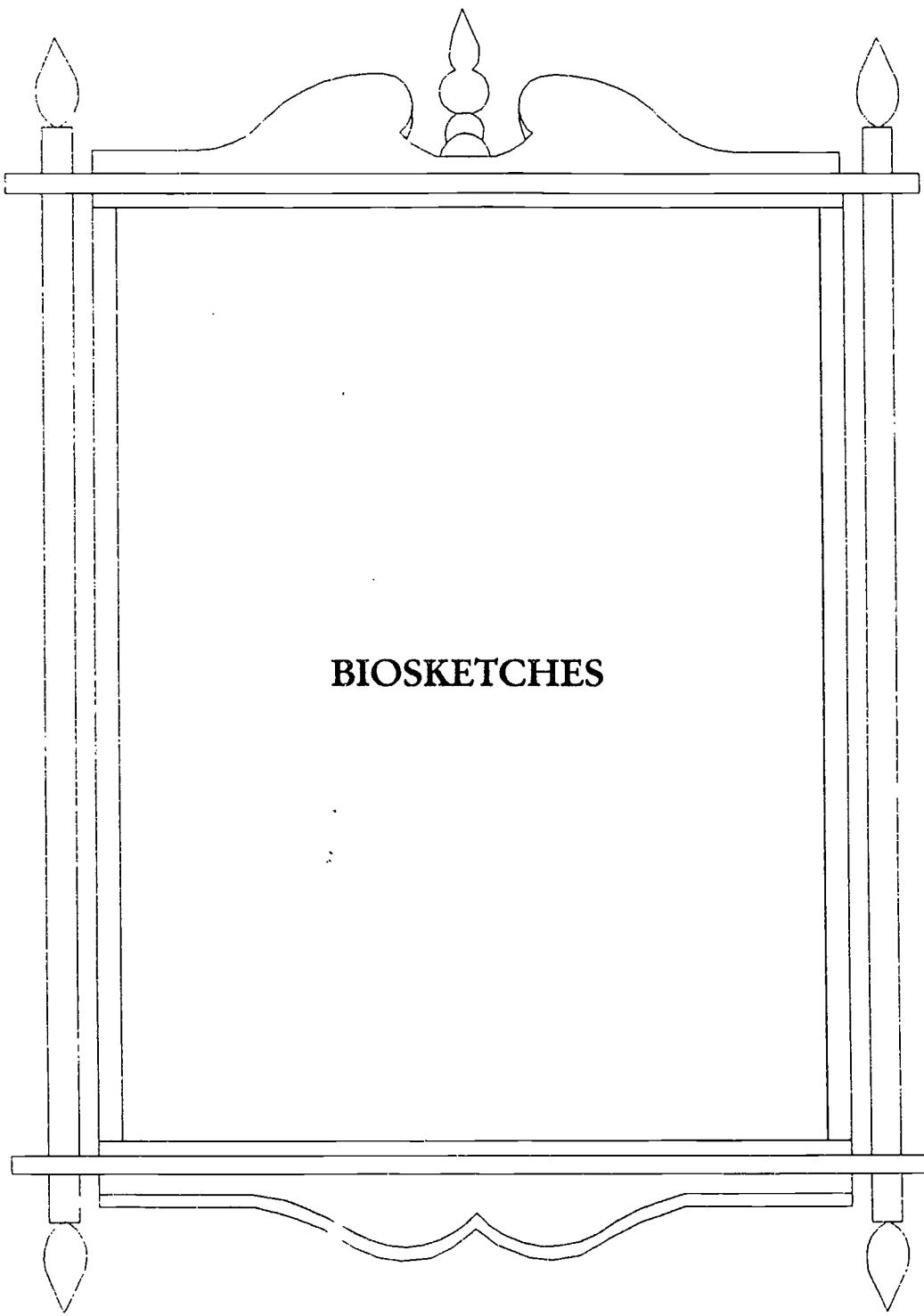
The shifts described in this article are significant and powerful. They are essential to the creation of learning communities in which all members—students, teachers, principals, and support staff—are both learners and teachers. All of the things described above will serve to unleash the most powerful source of success for all students—the daily presence of adults who are passionately committed to their own lifelong learning within organizations that are continually renewing themselves.

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BIOSKETCHES

THOMAS HEHIR, Ed.D.

Thomas Hehir brings a wealth of knowledge, expertise and practical insight to the U.S. Department of Education's Office of Special Education Programs.

Awarded a doctorate of education in administration, planning and social policy from Harvard University in 1990, Dr. Hehir has extensive teaching and management experience. He has come up through the ranks in the education system, first as a special needs resource teacher at Keefe Technical High School in Framingham, Massachusetts, upon graduating from Holy Cross College in Worcester, then moving to management positions in the Boston Public Schools System. From 1983 to 1987, Dr. Hehir became manager of the Department of student Support Services, with authority for the administration of the city-wide special education program serving over 12,000 students.

In 1990, Dr. Hehir became Associate Superintendent for the Chicago Public Schools where he was responsible for special education services to students identified as gifted, and student support services with a staff of 7000 and a \$365 million operating budget.

For over 15 years, he has provided consulting services to a variety of agencies, associations, universities, parent groups and firms including the National Association of State Directors of Special Education, the Washington, D.C. Public Schools, and the Massachusetts Urban Project.

Previously, Dr. Hehir was a Senior Researcher for the Education Development Center, Inc. where he provided leadership on two national projects: Atlas, one of 11 nation-wide projects originally funded by the New American School Development Corporation and the National Center to Improve Practice for Students with Disabilities through Technology, Media and Materials.

Honors include being the recipient of a fellowship in Mental Retardation at Syracuse University where he received his Masters of Science in Education and being awarded the 1990 Annual Dissertation Award for "the Best Dissertation Studying Educational Administration" from the American Educational Research Association.

An advocate for children with disabilities in the education system, Dr. Hehir's publications include a long list of articles on special education, special education in the reform movement, due process, and least restrictive environment issues.

MARTHA J. FIELDS, Ed.D.

Martha J. Fields assumed her current position as Executive Director of the National Association of State Directors of Special Education on May 19, 1993.

She previously served as the Assistant Deputy State Superintendent for the Bureau of Educational Development, Maryland State Department of Education. The Bureau of Educational Development is comprised of the instructional divisions of the Department, namely, the Divisions of Career Technical Education, Instruction, Special Education, Compensatory Education and Support Services. Dr. Fields joined the Maryland State Department of Education in 1976 as a staff specialist in the Division of Special Education. She subsequently served as Chief of the Program Administration and Evaluation Branch and Director of Special Education before her appointment as Assistant Superintendent of the Division of Special Education in 1976.

Prior to joining the Department, she served as a local Director of Special Education in Montgomery County and Henry County Public Schools in Alabama.

In addition to her extensive background in special education, Dr. Fields has worked as an elementary school teacher, guidance counselor, and school psychologist. She taught part-time for Auburn University in Montgomery, Alabama.

She is a former President of the National Association of State Directors of Special Education. She formerly was a legislative chairman for the National Council of Administrators of Special Education. She has served on a number of important commission in Maryland, including the State Coordinating Council for Handicapped Children and the Governor's Advisory Council on Infants and Toddlers.

She was named Maryland's Woman Manager of the Year in 1981 and the Girl Scouts' Educator of the Year in 1980. She has received numerous awards for her contribution to the field of special education.

Dr. Fields, a native of Alabama, graduated cum laude from Troy University with a degree in Elementary Education and Social Science. She received an M.Ed. in vocational rehabilitation counseling from Auburn University. She received her doctorate from the University of Maryland in Education Administration.

DENNIS SPARKS, Ph.D.

Dr. Dennis Sparks is Executive Director of the National Staff Development Council. Prior to this position, he served as an independent educational consultant and as the Director of the Northwest Staff Development Center, a state and federally-funded teacher center located in Livonia, Michigan. Dr. Sparks has also been a teacher, counselor, and co-director of an alternative high school.

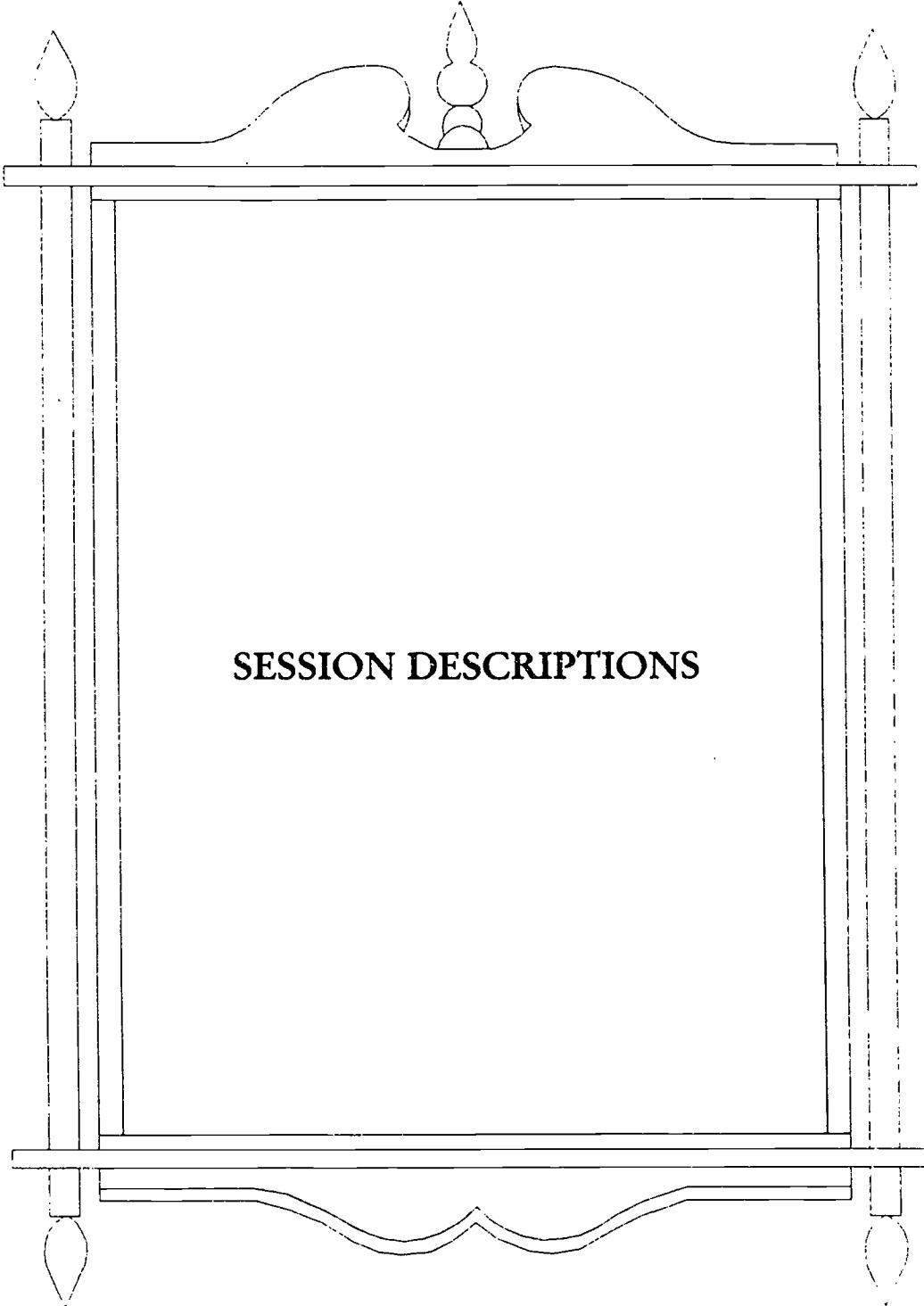
He completed his Ph.D. at the University of Michigan in 1976, and has taught at several universities, including the University of Michigan, Eastern Michigan University, and the University of Alaska.

Dennis Sparks has conducted workshops from coast to coast on topics, such as staff development, effective teaching, and teacher stress and burnout.

He is Executive Director of The Journal of Staff Development. He has written articles that have appeared in a wide variety of publications, including Educational Leadership and Phi Delta Kappan.

Dr. Sparks is co-author of the ASCD Videotapes, Effective Teaching for Higher Achievement and School Improvement Through Staff Development.

In addition, he has participated in numerous radio and television programs, and was a guest on the Public Broadcasting System's MacNeil/Lehrer Report.



SESSION DESCRIPTIONS

PUTTING THE "C" IN CSPD: ONE STATE'S EXPERIENCE

PRESENTERS:

Carol Davis, Part B CSPD Coordinator
New Hampshire Department of Education
Concord, New Hampshire

Pamela Miller Sallet, Part H CSPD Coordinator
New Hampshire Infants & Toddlers Program
Concord, New Hampshire

Gail Rueggeberg, CSPD Coordinator
Vocational Rehabilitation
Concord, New Hampshire

The presentation began with a brief introduction to the state of New Hampshire with an emphasis on the status of issues related to the Comprehensive System of Personnel Development (CSPD). It described their experience with strategic planning, with the assistance of the National Institute on CSPD Collaboration, and provided a brief synopsis of the history and current status of the program. The presenters described the goals which emerged from the strategic planning process, and discussed, in depth, the primary goal of creating a close collaboration among the Part B, Part H, and Vocational Rehabilitation CSPD programs in the state. A detailed analysis was offered of the complex interrelations among the three programs, as based in federal regulation.

Additionally, the presenters reflected on the problems and successes encountered, as well as the factors which were believed to contribute to the success of this effort to date. Participants were guided in the consideration of how New Hampshire's experience in building a more comprehensive CSPD might relate to their own states. An opportunity for questions and more individualized discussions was provided.



PUTTING "COMPREHENSIVE" BACK INTO CSPD

PRESENTERS: Patricia Jackson, CSPD Coordinator
Oregon Department of Education
Salem, Oregon

Vic Baldwin, Director
Teaching Research Division
Monmouth, Oregon

Ralph Pruitt, Principal
South Lane School District
Cottage Grove, Oregon

Nancy Nagel, Ed.D., Professor
Lewis & Clark College
Portland, Oregon

Marcia Milne-Wellington
Special Education Director
Sandy, Oregon

Diane Howard, Teacher
Eugene School District
Eugene, Oregon

J. David Cloud, Superintendent
Roseburg School District
Roseburg, Oregon

Members of the Oregon Cooperative Personnel Planning Council (CPPC) described the seven components of CSPD along with successful strategies for creating a dynamic system that supports educators serving students with disabilities. Oregon's CSPD started with a concentrated effort on continuing education. However, it quickly became evident that all seven parts are critical for a successful CSPD. During the last five years, Oregon's CPPC has been successful in creating numerous strategies for an effective CSPD. The Oregon CSPD includes an effective program of continuing education with a strong emphasis on: (a) the connections between special education and school reform; (b) distance learning inservice training opportunities; (c) a variety of recruitment and retention activities, such as a Vacancy Clearinghouse and national recruitment services for local districts; (d) incentive grant projects for local districts; and (e) collaboration activities between higher education and local districts.

Manpower issues have become a significant concern for Oregon. Therefore, the CPPC has established the goal of building a stronger partnership between Higher Education and the ODE during 1994-95 in order address issues of personnel shortages in Physical Therapy, Occupational Therapy, Speech and Language, as well as licensure, and alternative certification issues. Recognizing that there is no one model for change, the CPPC has directed the ODE to promote school improvement through local empowerment and collaboration between schools and families. By bringing stakeholders together, focusing on a common vision, aligning resources and implementing innovative strategies, Oregon's CSPD is moving in a new direction - a direction that will promote positive futures for all of Oregon's students.

Handouts included: Information on Oregon's Special Education Employment Clearinghouse, Oregon Cooperative Planning Council, Oregon's Technical Assistance Journal on School Reform, and information on professional development activities sponsored by the Oregon Department of Education.

A POSTCARD FROM NEBRASKA: MODELING INCLUSIVE CSPD PRACTICES

PRESENTERS:

Mel Clancy, Chair
 Nebraska CSPD Advisory Committee
 Director of Elementary Education
 Public Schools
 Omaha, Nebraska

Mary Ann Losh, Ph.D., Director
 Nebraska CSPD Advisory Committee
 Administrator of Instructional Strategies
 Lincoln, Nebraska

Alice Senseney, Coordinator
 Nebraska CSPD Advisory Committee
 Nebraska Department of Education
 Lincoln, Nebraska

Participants received information on the organization and process of the Nebraska CSPD activities. Utilizing videotapes, the session featured best practices from Nebraska's 15 year experience of facilitating a systemic, inclusive Comprehensive System of Personnel Development process which results in increased capacity to serve all students within school improvement efforts. Examples were provided which describe how CSPD creates a synergistic catalyst for change and fits within the overall school improvement efforts in the state.

Handouts included: Nebraska's Comprehensive System of Personnel Development Committee's operational procedures, members, and minutes from the last meeting; Summary of 1995 CSPD Needs Assessment Survey; 1993-1994 Final Report of Nebraska's Comprehensive System of Personnel Development; 1994-1995 CSPD Projects providing training assistance to schools; Guidelines for Writing Proposals for Personnel Development Projects in Special Education; Information on the 15th Annual Conference on Staff Development; and information on the Teacher Support Cadre.

CSPD: EMPOWERING REGIONAL PARTNERSHIPS

PRESENTERS:

Karl Murray, Director
National Institute on CSPD Collaboration
The Council for Exceptional Children
Reston, Virginia

Gerald Bacoats, CSPD Coordinator
Florida Department of Education
Tallahassee, Florida

Susan Bailey, CSPD Coordinator
Montana Office of Public Instruction
Helena, Montana

Jodie Williams, CSPD Coordinator
Oklahoma City State Department of Special Education
Oklahoma City, Oklahoma

The presentation addressed the process for mobilizing regional CSPD Councils utilizing a CSPD strategic planning process and the seven components of CSPD. Together, the state and regional CSPD Councils have established a network of communication and a structure that is capable of taking on major issues of educational reform. Because each council is composed of diverse stakeholders, dialogue has developed between public schools, institutions of higher education, and agencies in communities. The presentation focused on the theme "past, present and future". Visible will be the numerous associations of CSPD that have mobilized the educational community to respond to our state and local needs.

The Florida Council for CSPD is engaged in the development and support of nine regional personnel partnerships statewide. Information was presented on their development and plans of the state council for the partnerships to serve as regional CSPD councils. The expected outcome is the development of collaborative plans designed to enhance regional efforts to resolve current and long-range personnel needs. These plans are vital to analyzing personnel needs, ensuring the most effective utilization of all available existing resources, and providing the capacity for meeting Florida's critical personnel needs.

In September, 1993, the Oklahoma CSPD Council began planning for regionalization. 125 hand-selected educators were invited to a two day conference. Participants were divided regionally across the state with much of the conference being devoted to regional brainstorming, planning, and problem solving. The outcome of the two days was the selection of two people by the regional members to join the CSPD Strategic Planning Implementation Team. We will continue to strengthen the regional concept and empower more and more stakeholders. Our challenge, to make a difference in the lives of all children and youth and strive for the best educational system and services in the nation.

The historic development of the CSPD in Montana was briefly reviewed, with graphic representation of the structure as it currently exists. Current year's activities in each of Montana's five CSPD regions were shared, as well as how those activities are funded. The current structure has given the state a vehicle for addressing major issues; a dynamic network of visionaries who see problems as opportunities.

CSPD EVOLUTION IN MONTANA

PRESENTERS:

Susan Bailey, CSPD Coordinator
Montana Office of Public Instruction
Helena, Montana

Bill Johnson, Director
Special Education
Gallatin/Madison Cooperative
Belgrade, Montana

Joe Furshong, Assistant Director
Special Education
Helena Public Schools
Helena, Montana

Kathleen Nerison, School Psychologist
Frenchtown Schools
Frenchtown, Montana

This presentation focused on how Montana's CSPD has evolved, using a regional model, to become a powerful voice in Montana education. The state of Montana is nearing completion of its second year of regional level CSPD Council operations. During this past academic year, the regional councils developed and implemented strategic plans in response to identified regional priorities. Current year's activities in each of Montana's five CSPD regions were shared as well as how these activities were funded.

Projects of the state CSPD Council were detailed. There is current and growing support for a project, Montana Behavioral Initiative, which was conceived through CSPD and endorsed by professional organizations and agencies statewide. The Initiative is a comprehensive staff development activity with a focus on behavior issues addressing, beliefs, attitudes, skills, and systems change.

Together, the activities of the state and regional councils represent an impressive array of training opportunities that are shaping the future of education in Montana. The state and regional CSPD councils have established a network of communication and a structure for issues, such as educational reform. Because each council is composed of diverse stakeholders, dialogue has developed between public schools, institutions of higher education, and agencies in our communities. Powered by a shared vision and commitment, the state and regional structure influence local and statewide change. CSPD is now tightly woven into the tapestry of education in Montana and has the power to impact change statewide, regionally, and locally.

Handouts included: Brochure, Montana's Comprehensive System of Personnel Development, Montana's CSPD Impact Evaluation (1995), and an overview of Montana's Behavioral Initiative.

CSPD AND STATE TECHNICAL ASSISTANCE SYSTEMS: SUPPORTING A STATE VISION FOR SERVICE DELIVERY

PRESENTERS:

Pat Trohanis, Ph.D., Director
National Early Childhood Technical Assistance System
University of North Carolina - Chapel Hill
Chapel Hill, North Carolina

Nancy Fire, M.A., Technical Assistance Coordinator
National Early Childhood Technical Assistance System
University of North Carolina - Chapel Hill
Chapel Hill, North Carolina

Barbara Hanft, MA, OTR
Consultant
Silver Spring, Maryland

This session highlighted the results of two recent "think tank" meetings that were sponsored by the National Early Childhood Technical Assistance System. The meetings explored critical issues regarding the integration of the Comprehensive System of Personnel Development and the service system. Presenters described four key indicators:

- (1) Vision and process for young children with special needs and their families, including: preplanning phase, process, and conception and development of the plan;
- (2) Linkages between preservice and inservice, including: competencies, training efforts, supply and demand of personnel, allocation of resources, continuing professional education, and development of preservice capacity;
- (3) Interagency and cross disciplinary training, including: the identification of training efforts, reflection of service system needs and cultural diversity, and interagency and cross disciplinary efforts;
- (4) Evaluation and quality, including: quality of personnel, quality of training efforts, system for evaluation, and reflection of best practices;

Handouts included: Integrating Your CSPD and Service System: Key Indicators table and Promising Practices from the Personnel Think Tank, March, 1995.

FACILITATING COLLABORATION BETWEEN OCCUPATIONAL THERAPISTS AND CSPD PLANNERS

PRESENTERS:

Barbara Hanft, MA, OTR
Promoting Partnerships Project Consultant
Silver Spring, Maryland

Leslie Jackson, M.Ed., OTR
Pediatric Program Manager
American Occupational Therapy
Association
Bethesda, Maryland

Jo Read, CSPD Coordinator
Virginia Department of Education
Richmond, Virginia

Karl Murray, Director
National Institute on CSPD
Collaboration
Council for Exceptional Children
Reston, Virginia

Aurora Stelz, OTR
Fall Church City
Public Schools
Falls Church, Virginia

A special leadership project, Promoting Partnerships, has been disseminated by the American Occupational Therapy Association to facilitate collaboration and strategic planning among occupational therapy (OT) practitioners, university faculty from OT programs, and state Part B and H administrators. Faculty and participants of the project provided an overview of the project and discussed their experience with collaboration. Two interactive leadership seminars have been held, one November 4-6, 1994, in Washington, D.C., and the other April 7-9, 1995, in Denver. A third one is planned for October, 1995.

As a result of these seminars, 25 state teams of therapists and state administrators have collaborated to resolve issues of concern related to providing therapy in schools and early intervention programs. The represented states included: Delaware, Georgia, Indiana, Kentucky, Maryland, Minnesota, New Jersey, New York, Pennsylvania, Tennessee, Virginia, West Virginia, Arizona, California, Colorado, Hawaii, Iowa, Kansas, Mississippi, Montana, Nevada, Oklahoma, South Carolina, South Dakota, Texas, and Utah. Ninety-five percent of participants rated the seminars as good or excellent in facilitating state level collaboration and planning to resolve mutual concerns. Using the strategic planning process, each state team developed a vision for collaboration, conducted an environmental scan, and developed an action plan which included goals, objectives, actions and strategies, and timelines. State teams have addressed such issues as: (1) recruiting and retaining qualified occupational therapists and certified occupational therapy assistants; (2) defining the role of occupational therapy in education and early intervention services; (3) clarifying the roles of paraprofessionals and certified occupational therapy assistants; (4) developing new personnel preparation programs; (5) establishing state guidelines for occupational therapy services in schools and early intervention programs; (6) finding quality fieldwork sites for occupational therapy students.

MASTERING THE PROCESS SIDE OF CSPD
ENABLING GROUPS TO SUCCEED: RESOURCES FOR FACILITATION

PRESENTER:

Tom Justice, Consultant
Thomas I. Justice & Associates
Santa Monica, California

This presentation presented practical facilitation tools that can be used by the facilitator of CSPD collaborative groups. The tools can be used to conduct productive group sessions; and attend to contracting, follow-up, and project management aspects of facilitating groups that produce superior results and break through long standing barriers to collaboration.

A wide range of facilitation tools were offered for presentation during the session. Participants helped to prioritize which strategies, tactics and techniques they wanted to learn. Topics included:

- stakeholder analysis;
- organizing collaborative groups effectively;
- attending to issues of organizational power and control;
- techniques for improved idea generation and data base construction;
- decision analysis techniques;
- reviewing recommendations of task forces when multiple agencies are involved;
- dialoguing techniques for deepening the conversations of collaborative groups;
- the "Future Search" group methodology as an economical and powerful strategy for forming group consensus; and
- advance organizing techniques for designing successful conference and meeting agendas.

Handouts included: Excerpts from the book. A draft version of Enabling Groups to Succeed: Resources for Facilitation was available for purchase.

WHAT'S THE FORECAST? CAN WE REALLY DO FIVE YEAR PROJECTIONS?

PRESENTER:

Lucian Parshall, Ed.D.
Special Education Services
Michigan Department of Education
Lansing, Michigan

Section 14 of the Individuals with Disabilities Education Act (IDEA) requires state education agencies (SEAs) to determine the number of qualified personnel preparing to enter the field of special education. Securing supply-side data requires support from institutions of higher education (IHEs) offering personnel preparation programs. SEAs must also conduct studies of its active pool. Since 1991, Michigan has collected annual supply-side data of all undergraduate and graduate students majoring in special education. Michigan is able to do three-year projections in state plans (under §1413). The supply-side data is used with demand data that consists of the OSEP child count. Results are compiled and data analyzed using a Market Based Model (which uses child count data to predict demand for personnel) and the Prevalence Model (which uses student data and the child count data to predict demand).

The market-based model identifies current need as the difference between the number of certified staff filling funded positions and the actual number of funded positions. If supply is greater than demand, then a surplus in the workforce exists. If demand data is larger than supply data, then a need exists. Some variables that affect this approach include retirement recruitment, vacant funded positions, certification standards, pre-service training, and emergency approved positions. One problem is establishing figures for the active pool. Over time, not all graduates are able to secure employment in special education, not all personnel on leave return to the profession, and not many general education teachers (with special education endorsements) wish to return to special education. An interval value must be used to determine when individuals are removed from the active pool and placed in a reserve pool. When the size of the active pool cannot be determined, the formula may produce extremely inaccurate projections of the supply or demand. From a prevalence-based model, current need is the difference between the number of certified teachers who are employed based on identification rates of the school population with disabilities. Comparing the student count to the number of students per teacher required by State rules/regulations, personnel supply or demand data is determined independently of the number of funded positions, vacancies, or current uncertified staff. When projected staff is larger than existing staff, then a surplus exists. When projected staff is smaller than existing staff, then a need exists. To get the most accurate picture, a second approach should also be used that includes the number of students receiving special education in their primary educational placement in comparison to the number of staff assigned to programs as measured by FTEs. This model only projects overall State supply or demand and may not be sensitive to trends in particular rural or urban districts. Variables, affecting an accurate projection, include waivers to the number of students in programs, the use of consultant or collaborative teaching approaches, special education reform movements, and programmatic trends (e.g., generic disability categories).

Handouts included: Descriptions of the Prevalence Model, Market Based Model, examples of the Michigan Department of Education's forms to collect data, and results of data collection.

FROM NEEDS ASSESSMENT TO ACTION: INFLUENCING SHORTAGES AND DIVERSITY OF THERAPISTS

PRESENTERS:

Pamela Roberts, PT
Connecticut CSPD Council
Supply/Demand Subcommittee Chair
University of Connecticut
Storrs, Connecticut

Elizabeth Grady, SLP
Cooperative Education Services
Fairfield, Connecticut

Laurie Waple, OT
ACES - ETS
Hamden, Connecticut

Laura Harris, Project Coordinator
Special Education Resource Center
Middletown, Connecticut

This presentation described the collaborative efforts of Connecticut's Comprehensive System of Personnel Development (CSPD) Council. Through its Supply/Demand Subcommittee, the Council is addressing a personnel shortage while improving the provision of high quality integrated related services by professionals in occupational therapy, physical therapy, and speech/language pathology. The collaborative process, used in the development and implementation of the project, as well as the goals, objectives, and activities were shared. This innovative approach addresses not only the local supply of therapists, but also the degree to which the related services are integrated into the educational/early intervention environment. The approach may serve as a model for other states. The unique participation of families, educators, and therapists, the State Departments of Education and Higher Education, Institutions of Higher Education, and professional organization representatives demonstrated collaborative, comprehensive problem solving which is a major objective of the CSPD. The primary components of the project were: pilot model internship opportunities with recruitment potential as partnerships between institutions of higher education and local educational agencies/early intervention programs; continuing education models with retention implications; administrator symposium participation to improve the support for related service personnel in educational/early intervention settings; therapist assistant level issues now and for the future; and an advisory board as a collaborative planning, implementation and evaluation model.

Handouts included: Information on Connecticut's CSPD Council, and its projects and activities; a copy of a survey of related services professionals, "Professional Development Needs."

THE PROFESSIONS CLEARINGHOUSE: SERVICES, PRODUCTS AND HOW TO ACCESS THEM

PRESENTERS:

Judith E. Trost-Cardamone, Ph.D., Director
National Clearinghouse for Professions in Special Education
Council for Exceptional Children
Reston, Virginia

Margie Crutchfield, Information Specialist
National Clearinghouse for Professions in Special Education
Council for Exceptional Children
Reston, Virginia

Ed McCaul, Ed.D., Director
NASDSE Subcontract
National Association of State Directors of Special Education
Alexandria, Virginia

This session provided an overview of the goals and objectives of the National Clearinghouse for Professions in Special Education. Products and services of the Clearinghouse were featured. Participants were provided several descriptive handouts.

The session was geared to address how the Clearinghouse might best meet the information needs of CSPD Coordinators and other session participants.

Handouts included: A Clearinghouse Brochure, Clearinghouses in Collaboration Bookmark, "Are You a Hero" Career Brochure and Poster, Career Resources Sheet for Virginia (70.94VA), CSPD Coordinators Names and Addresses (86.94), Clearinghouse Mailbox Question and Answer(65.93), Average Public School Teachers Salaries, 1991-92, 1992-93, and 1993-94 (101.95), Excerpts from the Sixteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act: Personnel Employed and Needed for Children Ages 3-21 (1991-92) (93.94), State Employment Services for Teachers and Related Services Personnel (57.94), State Licensing Agencies (67.95), Part H CSPD Programs (77.95), "What is a Clearinghouse" & "A Day in the Life of the Professions Clearinghouse" (100.95), and The Need for Special Education and Related Services Professionals: Some Projections (63.95).

STATEWIDE RECRUITMENT IN KANSAS

PRESENTER:

Dale Brown, Coordinator
Statewide Recruitment & Retention
Kansas State Board of Education
Topeka, Kansas

The state of Kansas has one of the only systematic, statewide approaches to recruiting personnel into the field of special education. Coordinated through the state CSPD organization, the goal is to increase quality personnel in Kansas' special services classrooms. Kansas, like many other states, is currently faced with a multifaceted problem when addressing the recruitment of special education teachers. The current special education teaching force within the state is showing a high median age and attrition rates are expected to soar over the next decade. This is coupled with an increasing number of students identified as disabled. Without action by the Statewide Recruitment and Retention Project, the demand for quality special educators will far exceed the supply available and compromise quality education for individuals with disabilities.

The presentation addressed the CSPD model of implementing a statewide career awareness and recruitment model that works. Recruitment materials including marketing brochures, videos and general recruitment items aimed at both high school and entry level college students were presented. Emphasis was placed on "home growing" future teachers by implementing a local district marketing package. A sample budget, which detailed expenditures for recruitment staff salaries, marketing materials, travel, fixed cost and general supplies, was supplied to participants. Additionally, a sample of information from the Kansas Oz Net Electronic Bulletin Board, containing special education positions, CSPD announcements, a state-wide calendar, and other items concerning the field of special services, was provided.

Handouts included: Descriptions of the Kansas Recruitment/Retention Project, Careers in Special Education (brochures), posters, and recruitment tips for school districts and cooperatives.

MISSION POSSIBLE: RECRUITING SPECIAL EDUCATION TEACHERS THROUGH THE SOUTH CAROLINA TEACHER CADET PROGRAM

PRESENTER:

Janice Poda, Ph.D., Director
South Carolina Center for Teacher Recruitment
Rock Hill, South Carolina

Traditional educational courses have all too often been based primarily on lectures and textbook memorization. If educators ever hope to break this cycle, we must make our educational courses a model for our classrooms.

Since 1987, under the direction of the South Carolina Center for Teacher Recruitment, the Teacher Cadet Program has provided over 15,000 high school seniors with the opportunity to examine and experience the whole new world of teaching. In student-focused classrooms led by master teachers, the Cadets work individually and cooperatively, using a broad curriculum that involves hands-on learning and higher level thinking skills. They observe, teach, debate, conduct research, provide community service, and produce a myriad of products, such as model day care centers, children's books, and parental brochures.

This successful program is based on current educational research which advocates modeling, restructuring, and the use of portfolios. For example, to help students understand the challenges faced by persons with physical disabilities, Teacher Cadets are asked to spend a full day in school with such a disability (e.g., blindfolded, in a wheelchair, etc.). The Cadets and their instructors collaborate through a network that includes public schools, kindergarten through grade 12 classes, as well as college partners.

The presentation focused on the unit of the curriculum entitled, "Barriers to Learning," that includes activities and information on teaching children with disabilities. This session featured an overview of the South Carolina Teacher Cadet Program. It viewed first-hand how high school students transition from blind folds and wheel chairs to special education teachers. Participants engaged in activities from the Teacher Cadet curriculum. Participants gained knowledge of a teacher recruitment program that has been successfully replicated in 12 other states.

Handouts included: Description of the South Carolina Center for Teacher Recruitment, information on the Teacher Cadet Program.

TEACHER DEVELOPMENT: AN APPROACH TO SPECIAL EDUCATION PERSONNEL RECRUITMENT

PRESENTERS:

Lin Douglas, Ph.D., Associate Dean
Central Washington University
Ellensburg, Washington

Linda Lynch, Director
Recruitment/Retention System of Vital Personnel
in Washington State
Central Washington University
Ellensburg, Washington

Central Washington University, in collaboration with one of nine Washington State regional Educational Service Districts, a community college, and three local school districts, has established a cooperative professional preparation program which provides both preservice and inservice teachers with a seamless educational transition from the early secondary school years through the masters degree, and beyond. This project developed a successful professional education model articulated across multiple educational levels and examined how to prepare teachers for lifelong learning.

This session described the components of a collaborative project, that may be utilized by other preservice programs and/or as directed recruitment activities for special education and related services personnel. One of these is the creation of a high school internship program which blends Central Washington University's traditional Education Week activities with systematically arranged clinical experiences as teacher or related services assistants in diverse school settings. These practicum experiences, in conjunction with planned seminars and individual training sessions, provide an appropriately sequenced early introduction to teaching. High school students, successfully completing both their practica and seminars and subsequently enrolling in the teacher preparation program at Central Washington University, are not required to re-enroll in an introductory course at the collegiate level. This secondary component, alone, signals a paradigm shift in teacher preparation -- a departure from the traditional concepts of upper division or graduate level teacher education to a different line of thinking which can best be described as "teacher development". By beginning the formal preparation of teachers while still in high school, the consortium model links the natural, productive growth cycles of late adolescence and young adulthood to the development of attributes believed essential to exemplary teaching. By identifying promising students prior to their entry into post-secondary education, it is possible to help them prepare for successful college experiences in teacher education.

Handouts included: Brochure on RSVP Washington

MEETING THE CALIFORNIA CSPD CHALLENGE THROUGH CHANGES IN RECRUITMENT AND CREDENTIALING

PRESENTERS:

Barbara Thalacker, Ed.D.
CSPD Coordinator Administrator
Secondary & Personnel Development Unit
California Department of Education
Sacramento, California

Marie Schrup, Ed.D.
California Commission
on Teacher Credentialing
Sacramento, California

Julie Booth, Co-Chair
CSPD Advisory Committee
Humboldt Office of Education
Eureka, California

Larry Belkin
Director of Special Schools
Orange County Office of Education
Costa Mesa, California

The current California special education credential requirements are being changed. In 1991 the Commission on Teacher Credentialing developed the following policy changes and recommendations for a credentialing structure and preparation programs: (1) Eliminated the prerequisite credential in general education. (2) Adopt special education specialist instruction credentials in mild/moderate disabilities and moderate/severe disabilities, and a list of competencies for resource specialist for all special education credentials. (The Commission maintained the credentials for teachers of the Visually Handicapped, Communication Handicapped for Deaf and Hard of Hearing, and Physically Handicapped. (3) Adopt a two-level credential structure which mandates all special education teaching credential candidates complete a preliminary (Level I) and professional (Level II) credential. (4) Adopt a new special education specialist credential in early childhood. (5) Maintain Clinical Rehabilitative Services Credentials in Audiology; Orientation and Mobility; Language, Speech, and Hearing; and the Special Class Authorization. Program quality and effectiveness standards for special education specialist credentials have been designed to ensure that teacher candidates have sufficient knowledge of subject matter.

The California CSPD Advisory Committee (CSPDAC) working through Regional Coordinating Councils is providing program, publicity, and systems change leadership. Along with the California Education Jobs Database, the CSPD Advisory Committee will provide two-year grants designed to form Personnel Recruitment Regional Consortia (made up of Local Education Agencies, Institutions of Higher Education and other agencies) that will identify regional shortages and develop plans to meet those needs.

Handouts included: National Education Reform Legislation of 1994 and 1995; Plan 2000: Strategic Implementation Plan for the California Comprehensive System of Personnel Development; Resources in Special Education; The Special Edge, January/February, 1995 issue; Comprehensive System of Personnel Development Annual Report, 1993-94; Success for Beginning Teachers: The California New Teacher Project; and Overview of California's New Structure for Special Education and Clinical Rehabilitative Services Credential Programs.

RESTRUCTURING OF SPECIAL EDUCATION AND STANDARDS IN KANSAS

PRESENTERS:

Lowell Alexander, Ph.D., Director
Wyandotte Comprehensive Special Education Cooperative
Kansas City, Kansas

Ken Bungert, Director
Teacher Certification & Teacher Education
Kansas State Board of Education
Topeka, Kansas

In the Fall, 1992, the Kansas State Board of Education charged the Teaching and School Administration Professional Standards Advisory Board to develop a licensure program to support Kansas Quality Performance Accreditation. The restructuring committee consisted of educational leaders from colleges, school administration, classroom teachers, vocational schools, as well as special education personnel. The Board took an outcomes-based approach to the redesign of licensure. The framework involved a decategorization of special education disability areas and a move toward a certified special education teacher who functions in a unitary system. After significant development and modification of an initial framework, 27 subject matter committees were appointed to develop specific outcomes that a prospective teacher must possess before he/she is conditionally licensed. Committees for special education personnel were formed around the types of services special education teachers provide and included: Adapted Curriculum and Functional Curriculum, Deaf and Hard of Hearing, Visually Impaired, and School Psychologist. Special Education leadership was included in the three-tiered administrative licenses: Program Leadership, Building Leadership, and District Leadership.

The session reviewed the history of special education certification in Kansas. The presenters described the process that was utilized to facilitate the restructuring movement in Kansas and the restructured certification framework which called for the abandonment of categorical disability areas of special education. Special education will be a part of a unitary system of education in the restructured model. Finally, the presenters reviewed the working model of proposed outcomes that define the knowledge, skills, and dispositions of adapted curriculum and functional curriculum educators.

Handouts included: Proposed Standards for All Educators:

Volume 1d, Developmental Stages
Volume IIa, Adapted and Functional Curriculum
Volume IIb, Visually Impaired
Volume IIIf, School Psychologist

ALTERNATIVE CERTIFICATION IN SPECIAL EDUCATION: PROGRAM EFFICACY, CAUTIONS, AND CONSIDERATIONS

PRESENTERS:

Michael Rosenberg, Ph.D., Chair
Special Education Department
Johns Hopkins University
Baltimore, Maryland

The severe and increasing shortage of personnel, particularly those from traditionally underrepresented groups, to teach students with mild and moderate disabilities (learning disabilities, emotional disturbance, and mental retardation) has prompted a number of teacher educators to explore alternative means of preparing certified and qualified special education teachers. Johns Hopkins University, in collaboration with Baltimore City Public Schools, Baltimore County Schools, and the Maryland State Department of Education, has devised an innovative, multifaceted two-year experimental program leading to certification and a master's degree in special education. This federally funded grant addresses the critical need for special educators in the Baltimore area and incorporates several unique features. For example, special recruitment procedures were utilized to attract quality college graduate, with special emphasis on attracting individuals from traditionally underrepresented minority groups. Teachers participated in a number of "best practice" training activities including (a) intensive university supervision; (b) broad-based, local, school mentoring; (c) applied coursework and seminars; and (d) intensive summer coursework. Data were collected from a variety of sources (e.g., teachers, university supervisors, mentors, building principals) to assess the impact of specific programmatic variables and entry level teacher characteristics on teacher efficacy. Validated direct observation instruments, structured interviews, and self-report questionnaires were used to collect data for this study. Specific comparisons were made with first-year special educators who had completed their training and certification through traditional routes. The following general conclusions were drawn:

Alternative Certification (AC) teachers were performing at, or exceeding, satisfactory levels in their first year of teaching.

AC teachers demonstrated specific instructional and management competencies at better than satisfactory levels as rated by principals and supervisors.

There were no significant differences between ratings of AC teachers and those from a matched control group of first-year, traditionally certified teachers.

While alternative certification is not a replacement for traditional teacher preparation programs, it provides a viable means of (a) attracting and preparing non-traditional education students; (b) encouraging professionals from other fields to enter special education; and (c) enriching our supply of fully-certified and qualified special educators. In this presentation data and conclusions were shared as well as some concerns related to the implementation of alternative certification programs.

**ALTERNATIVE NEEDS ASSESSMENT STRATEGIES: IDENTIFICATION OF
PRESERVICE AND CONTINUING EDUCATION NEEDS
IN ASSISTIVE TECHNOLOGY**

PRESENTERS:

**Anthony Maida, Director
Special Education Cooperative Education Services
Fairfield, Connecticut**

**Dr. Louis Ando
Assistant Superintendent
Riverview Hospital for Children
Middletown, Connecticut**

**Marianne Kirner, Director
Special Education Resource Center
Middletown, Connecticut**

**Virginia Babcock
Connecticut CSPD Council Coordinator
Education Resource Center
Middletown, Connecticut**

Connecticut's CSPD Council recognized a state need to more effectively coordinate the various assistive technology services. A Focus Group/Forum Series was used to identify/plan collaborative approaches to address the assistive technology needs of early intervention/education professionals, families, and consumers. A forum of "experts" was convened because even in a small state such as Connecticut, the available resources in the area of assistive technology have evolved differently in various geographic areas; and assembling knowledgeable individuals (professionals and families) might prove to be a positive intervention as well as a needs assessment strategy. An initial forum involving agencies and personnel who provide assistive technology services was held to determine: (1) available service resources; (2) existing resource gaps across the state or in specific regions of the state; (3) ways in which service providers collaborate and coordinate resources that are currently available; and (4) the major training and technical assistance needs of those required to provide such services to children with disabilities. The following are some of the significant needs that emerged from the forum: (1) policy issues need to be addressed (including development of standards and guidelines for early intervention programs/schools); (2) the CSPD Council needs to examine certification/licensure requirements; (3) coordination/interagency collaboration is needed to facilitate sharing of resource/service information; (4) the Council needs to consider procurement issues (e.g. replacement/repair issues, liability related to damage or lost devices sharing/exchange of equipment); and (5) there are personnel development needs (e.g. increasing general awareness, discipline specific training for teachers and related services personnel). At the second forum, participants collaboratively developed specific strategies and action plans to address these issues.

Handouts included: Information on Connecticut's CSPD Council, the Assistive Technology Forum, and the Connecticut Assistive Technology Resource Directory.

**PROFESSIONAL DEVELOPMENT PARTNERSHIPS IN SPECIAL EDUCATION:
INNOVATIVE APPROACHES IN SEA/IHE COLLABORATION FOR
PERSONNEL TRAINING**

PRESENTERS:

Richard Horne, Ed.D., Director
Technical Assistance Center for Professional Development
Partnerships, Academy for Educational Development
Washington, D.C.

Nancy Gray, CSPD Coordinator
Kansas Project Partnership
Kansas State Board of Education
Topeka, Kansas

William Wilson, Ph.D., Dean
School of Education
California State University
San Francisco, California

Tweety Yates, Ph.D., Coordinator
Partnership Training for Early
Intervention Services
Institute for Research on Human
Development
University of Illinois
Champaign, Illinois

William Ebenstein, Ph.D.
NY State Consortium for
Developmental Disabilities
City University of New York
New York, New York

David Lillie, Ph.D., Director
NC Partnership Training
System for Special Education
University of NC at Chapel Hill
Chapel Hill, North Carolina

Betty Baker, Ph.D., Project Officer
U.S. Department of Education
Office of Special Education Programs
Washington, D.C.

Five Professional Development Partnership (PDP) projects were established through the 1990 Amendments to Individuals with Disabilities Education Act (IDEA). The session provided opportunities for participants to learn about the practical aspects of designing, conducting, and implementing partnerships that have contributed to re-structuring efforts in These five states (North Carolina, Illinois, Kansas, California, and New York). The session discussed the federal legislation for the partnership projects and how states responded to the legislation. An overview of each project was presented in the context of national restructuring efforts and reform at the state level. The presenters discussed their project's design, implementation, and evaluation activities to date, including successes and hurdles in the partnership process, as well as the overarching themes that have surfaced in operating these projects. Presenters discussed possible linkages to CSPD. The Technical Assistance Center for Professional Development Partnership Projects, which was funded to assist the five PDP projects and to promote the replication of partnership models across the nation, was presented. There was an exchange between the panel and the participants in order to raise awareness of partnership potentials, to encourage networking, and to disseminate materials and information that will enhance replication.

Handouts included: Brochure on the Technical Assistance Center and information on each of the projects.

TOWERS-TRENCHES-BUREAUCRATS-FAMILIES: CREATING COLLABORATION AROUND PERSONNEL PREPARATION

PRESENTERS:

Pamela Winton, Director
Southeastern Institute for Faculty Training
University of North Carolina - Chapel Hill
Chapel Hill, North Carolina

Camille Catlett, Project Coordinator
Southeastern Institute for Faculty Training
University of North Carolina - Chapel Hill
Chapel Hill, North Carolina

Tweety Yates, Ph.D., Coordinator
Partnership Training for Early
Intervention Services
Institute for Research on Human
Development, University of Illinois
Champaign, Illinois

One of the greatest challenges facing states as they work to implement Part H of the Individuals with Disabilities Education Act is ensuring that there is an adequately trained cadre of professionals able to provide quality services to young children with disabilities and their families. A model for creating linkages among university faculty, state agencies, providers and families around early intervention personnel preparation planning and implementation has been carried out in 30 states and jurisdictions under the auspices of two of the four federally-funded regional faculty training institutes. This session described the effective components of this model, presented outcome data from two institutes, and delineated quality indicators related to personnel preparation activities. The information was conveyed through a variety of instructional strategies designed to actively engage the audience as learners and participants. Interactive scripted dialogues between the presenters (an interdisciplinary team that includes university faculty, state agency, and parent/direct service provider representatives) were used to present issues and implications related to the topic. Data related to the topic was presented as well as annotated bibliography of exemplary training resources and projects.

A final section of the session divided the audience into four groups (direct service providers, faculty, family, and state agency personnel), and brainstormed solutions related to the topic. The format used in this session reflected some of the "quality indicators" related to personnel preparation activities that were presented within the session.

Handouts included: Descriptions of Components of a Systems Change Model for Increasing Quality and Collaborative Aspects of Personnel Preparation; References; and Resources.

**MULTICULTURAL SPECIAL EDUCATION PROFESSIONAL DEVELOPMENT
SCHOOL PROJECT: COLLABORATION IN PRACTICE**

PRESENTERS:

Judith DiMeo, Ph.D
Chair, Special Education Department
Rhode Island College
Providence, Rhode Island

Patricia Landurand, Ph.D.
Associate Professor
Rhode Island College
Providence, Rhode Island

Anne DeFamli
CSPD Coordinator
Rhode Island Department of Education
Providence, Rhode Island

John DiMeo, Ph.D., Associate Professor
Rhode Island College
Providence, Rhode Island

The CSPD Coordinator described the importance of the project with State needs and priorities, and included a discussion of the collaborative nature of CSPD activities, preservice and inservice teacher development programs.

The major emphasis of the presentation was on the rationale, planning, implementation, and outcomes of the Multicultural Professional Development School (PDS) Preparation Program. The PDS is an innovative preservice program preparing special education teachers to work with multicultural and second language students with disabilities. Rhode Island College is with the Central Falls, RI, School District. The PDS enhances the strengths of the faculties and their orientation toward inclusive education for all students. Since the project was initiated in 1993, Rhode Island College faculty and preservice teachers have become participants in the life of the school. Teachers of the Veterans School have become engaged in the preparation of the preservice teachers, serving as members of collaborative work teams, which address not only teacher preparation needs, but also, PDS management issues.

The establishment of this preservice program was a developmental process. Critical issues related to the developmental and collaborative nature of the PDS were discussed. Barriers, strategies, and practical goals were described. A consistent team of special education faculty members worked closely with each cohort group of students engaged in coursework and practicum in the central site of the PDS. Students have participated in co-taught courses, which, in addition to the requisite content, have focused on addressing the social, cultural, and learning needs of students with multicultural, racial, and language minority status. Courses were briefly described. Cohort groups remain in the project until the completion of student teaching (approximately two years).

PROJECT G.O. (GRADUATE OVERSUPPLY): FAST TRACK RETRAINING OF GENERAL EDUCATORS TO MEET THE NEEDS FOR SPECIAL EDUCATORS

PRESENTERS:

J. Todd Stephens, Ph.D., Associate Professor
Department of Special Education
University of Wisconsin-Whitewater
Whitewater, Wisconsin

Kristen Anderson-Hereth, Project Associate
University of Wisconsin-Whitewater
Whitewater, Wisconsin

Project GO (Graduate Oversupply) has three major components: Training, Administration, and Evaluation. The project is training 60 special educators over a four-year period of time. Project GO is a preservice, master's level personnel preparation program in special education that attempts to take advantage of the surplus supply of teachers graduating in the field of regular education. The goal of this project is to provide fully-licensed special educators as quickly as possible for those areas of exceptionality in which teacher shortages exist (ED, LD, MR, EC:EEN).

Wisconsin, like other states, has been meeting teacher shortages in special education with provisional (emergency) licensure procedures that have placed large numbers of unprepared teachers in our educational programs for students with exceptionalities. These provisionally licensed teachers have experienced high attrition rates which simply exacerbates the problem of trying to staff special education service delivery programs with well qualified personnel. By utilizing the present special education training program and faculty at the University Wisconsin-Whitewater, the project is providing licensed, competent special educators within a single calendar year.

The scope of the presentation targeted issues experienced in Wisconsin and strategies developed through Project G.O. to efficiently respond to these issues. The implication of this federally-funded four-year Project will readily adapt to additional states/regions.

RESTRUCTURING TEACHER PREPARATION (OR WHAT HAPPENS AFTER YOU MOVE THE CEMETERY)

PRESENTER:

Harvey Rude, Ph.D., Associate Dean
School for the Study of Teaching and Teacher Education
University of Northern Colorado
Greeley, Colorado

This session described the significant reorganization of an Institution of Higher Education (IHE) in Colorado with a legislative mandate as the state's primary institution for graduate and undergraduate teacher education. The major thrusts of the reorganization include the development of a university-wide School of Pedagogy, the development of professional development school partnerships to implement initial educator preparation programs, and the incorporation of performance assessment models throughout the design of each professional teacher education program.

The presenter described the chronological history of the Teaching for Tomorrow Project at the University of Northern Colorado, the Partners School Vision Statement, and the Professional Teacher Education Program. The elementary Professional Teacher Education Program (PTEP) consists of a four-year undergraduate program of five seminars (beginning in a student's sophomore year and finishing second semester, senior year). The first seminar includes courses in educational foundations, multicultural education, and educational technology. The second seminar incorporates educational psychology and exceptional learners in the classroom. The third seminar consists of field-based courses in a partner school which allows undergraduates to become immersed in the art of teaching. During the fourth seminar (senior year), students enroll in an integrated methods course and preservice teaching in a partner school. The final semester consists of the integrated methods course and a ten-week student teaching experience.

Handouts included: Overview of the University of Northern Colorado's College of Education, information on the Professional Teacher Education Program, a written chronological history of the UNC's Teaching for Tomorrow Project, the Partner Schools Vision Statement, and a comparison chart of the elementary PTEP with the previous personnel preparation program.

SOCIOCULTURAL ISSUES IN PERSONNEL PREPARATION

PRESENTERS:

Noma Anderson, Ph.D.
Department of Communication Sciences & Disorders
Howard University
Washington, D.C.

Ann Powell, Ph.D., Dean
School of Preparatory Studies
Gallaudet University
Washington, D.C.

The changing demographics of the nation's school-age children make it imperative for primary and secondary education personnel to be aware of multicultural issues and to become socially competent. This imperative presents a challenge for personnel preparation programs.

This session presented the sociocultural issues that should be considered by university and college programs which are providing preservice special education preparation. It addressed issues related to the administration and curriculum of personnel preparation programs. Specific topics included creating a positive climate for recruitment and retention of personnel; multicultural assessment; and working with parents of children with disabilities and from diverse cultures.

Handouts included: Suggestions for creating a positive climate in recruitment and retention efforts; Challenges for Faculty by Li-Rong Cheng; Guideposts to the Language-Culture Connection by Noma Anderson; Guidelines for Interviewing Parents about Cultural and Environmental Influences by L. Mattes and D. Omark; A Checklist to Help Us Understand the Culture and Values of the Communities We Serve by M. Saville-Troike; Non-biased Assessment Guidelines by Noma Anderson.

ADDRESSING ISSUES OF CULTURAL DIVERSITY IN PERSONNEL PREPARATION

Infusing Cultural Competence Through Parent - Professional Team Training

PRESENTERS:

Nona Flynn, Ed.D., Project Co-Director
Parent Educational Advocacy Training Center
Fairfax, Virginia

Cherie Takemoto, Executive Director
Parent Educational Advocacy Training Center
Fairfax, Virginia

Eva Thorp, Ph.D., Associate Professor
George Mason University
Fairfax, Virginia

Kyppe White Evans
Project Coordinator
George Mason University
Fairfax, Virginia

The outcomes of a model early childhood project provided the focus for this presentation. Employing a parent-professional team approach for both the trainers and trainees, this project has generated new training strategies and varied old ones to address the needs of families of children with disabilities from diverse cultures. Parents and professionals from different cultures, learning together as a team, can effectively reach families and promote systems change. The session included demonstrations of effective training techniques based upon family-centered practices and cultural sensitivity, and the application of lessons learned to Comprehensive System for Personnel Development.

The model project is a parent-professional collaborative effort, from the co-location at a university and parent training and information center, to the involvement of key parent and professional community members in the input and development process. This project is based upon the belief that diversity brings richness to programs, that diversity is not to be seen as a "problem to be addressed."

Handouts included: Description of the Multicultural Early Childhood Team Training: Infusing Cultural Competence in Early Childhood Programs, sample activity, and pilot outcomes.

ADDRESSING ISSUES OF CULTURAL DIVERSITY IN PERSONNEL PREPARATION (Cont'd)

American Indians with Disabilities: A Collaborative Approach

PRESENTER: Evelyn Klimpel
North Dakota Center for Disabilities
University Affiliated Program
Minot State University
Minot, North Dakota

American Indians are North Dakota's largest minority who make up about 5% of North Dakota's general population. They live on five Indian reservations - Three Affiliate Tribes (Fort Berthold), Turtle Mountain Chippewa, Standing Rock Sioux Tribe, Devils Lake Sioux Tribe, and Trenton Indian Service Area as well as small communities and cities across North Dakota. State health, education, and social service agencies seek to meet the needs of North Dakota's American Indians with disabilities. The North Dakota Center for Disabilities (NDCD) has served as a partner in program development with ND Reservations.

NDCD, a university affiliated program, has been established at Minot State University for the purpose of providing statewide support to persons with developmental disabilities by conducting interdisciplinary training, technical assistance, exemplary service and research and dissemination in six major emphasis areas: (1) American Indian services and training, (2) infant and early intervention, (3) transition services (especially for adults), (4) services for aging persons with developmental disabilities, (5) inclusive education, and (6) dual diagnosis (CMI and DD). NDCD has a full time American Indian Project Director to coordinate program development to meet the needs of American Indians with disabilities and their families.

The purpose of this presentation was to provide local and state agencies with skills to collaborate with tribal entities in order to improve services to Americans Indians with disabilities. Major topic areas included in the presentation were North Dakota Reservation demographics, the extended family network, grant proposals collaboration, American Indian viewpoint about disabilities and recommendations to improve service delivery. Many of the tips on collaboration with American Indians can be modified to fit the service and training needs of American Indians with disabilities in different service area.

Handouts included: Brochures on North Dakota's Native Americans, descriptions of the North Dakota Center for Disabilities, descriptions of North Dakota's American Indian Population and Reservations, and description of North Dakota Collaborative Training Project in Special Education.

ADDRESSING ISSUES OF CULTURAL DIVERSITY IN PERSONNEL PREPARATION (Cont'd)

The Higher Education Partnership: Meeting Early Intervention Personnel Needs in South Dakota

PRESENTERS:

Geralyn Jacobs, Ed.D.
South Dakota University Affiliated Program
University of South Dakota
Vermillion, South Dakota

Joanne Wounded Head
South Dakota University Affiliated Program
University of South Dakota
Vermillion, South Dakota

This session highlighted collaborative training efforts and teaching strategies for preparing early interventionists in rural and reservation areas of South Dakota.

Through a multimedia presentation, this session highlighted the Higher Education Partnership, a consortium established among the South Dakota University Affiliated Program, the South Dakota Office of Special Education, Sinte Gleska University, Oglala Lakota College, South Dakota Advocacy Services, and the Developmental Disabilities Planning Council. The primary focus of the project is to provide coursework in Early Childhood Special Education on the Pine Ridge and Rosebud Reservations in South Dakota. The coursework is designed to assist professionals in attaining an endorsement in Early Childhood Special Education, mandated by the State of South Dakota. This endorsement will be required by July, 1997, of anyone teaching young children with special needs, and is based on a set of competencies which must be met in order to qualify for the endorsement.

The coursework is being taught in weekend seminar format at Oglala Lakota College and Sinte Gleska University. Credit is offered through these two institutions. Major goals of the project are: to provide access to the competency-based early intervention training; to infuse coursework into reservation higher education programs; establish trained college faculty teams to implement the tribal college-based training; and carry out research as to the effectiveness of this model for further replication in similar rural settings.

Handouts included: Description of the Higher Education Partnership.

IMPLEMENTATION OF PRESERVICE INTERDISCIPLINARY PERSONNEL PREPARATION PROGRAMS FOR EARLY INTERVENTION

PRESENTER:

Robin Rooney, Ph.D., Investigator
Early Childhood Research Institute
National Early Childhood Technical Assistance System
University of North Carolina - Chapel Hill
Chapel Hill, North Carolina

This session presented case study findings of implementation research on ten federally funded, university-based, interdisciplinary personnel preparation programs for early intervention. The session covered a conceptual framework of organizational change, based on literature from the field of organizational theory, that spans four organizational dimensions: structure, operations, people, and context. Case study methodology (including qualitative data collection and analyses) was used for the study.

Results of this study were: (1) the traditional structure of universities was an obstacle to the implementation of interdisciplinary programs; (2) it was difficult to recruit faculty participation in the programs; (3) some programs were biased toward one discipline; and (4) many programs were not integrated with their communities. Promising models and practices include: (1) interdisciplinary structure; (2) infant specialization; (3) team teaching; (4) shared leadership; and (5) community integration.

This session outlined the following recommendations: (1) program leaders need to engage in public relations with the academic and service delivery communities; (2) programs need to promote a transdisciplinary service delivery model; (3) interdisciplinary teaming models must include the role of the family; and (4) personnel development planners in higher education and state agencies need to work together.

Handouts included: A report of the major findings of this study, including barriers, promising models and practices, and recommendations.

INTERACTIVE TEACHING NETWORK: HOW TO ESTABLISH A "USER FRIENDLY" CONTINUING EDUCATION PROGRAM

PRESENTERS:

Phillip McLaughlin, Ph.D., Director
Interactive Teaching Network
University of Georgia
Athens, Georgia

Lisa Ehrhart, Ph.D.
Telecast Coordinator
Interactive Teaching Network
University of Georgia
Athens, Georgia

The Interactive Teaching Network (ITN) is the result of two cooperative special project grants funded, in part, by the United States Department of Education. The network is producing two series of live teleconferences. One series focuses on Attention Deficit Disorders. The second series focuses on Inclusive Schools. During 1994-95, the ITN is providing training to 15,000 special and regular education teachers, and parents at 500 downlink sites. The network has training sites in 35 states and Canada. The Internet worldwide computer network is also integrated into ITN's training program. By 1999, 24 live teleconferences will be produced.

This workshop first identified participants questions they wanted answered. Then the presenters systematically answered the top questions and described how to establish a "user-friendly" collaborative continuing education network based on satellite technology and the Internet worldwide computer network. The presenters discussed the history of the project, and the time involved in planning teleconferences and setting up a training network, the format of teleconferences and fees. They presented information on the format of teleconferences, the importance of facilitators, what wraparound activities and materials are effective, how to evaluate and conduct a cost-benefit analysis of teleconferences.

Conference participants were able to view and ask questions during a live interactive satellite conference from the University of Georgia on Promising Practices for Students with Attention Deficit Disorders. Dr. Judy Wood, Professor of Special Education at Virginia Commonwealth University, gave the keynote address on "Achieving Instructional Excellence." Topical segments included: (1) Home-School Collaboration by Dr. Maria Nahmias, Co-Director, Project Adept at the University of Arizona; (2) Classroom Strategies by Dr. Karen Rooney, President, Educational Enterprises; and (3) Developing Intrinsic Motivation by Dr. Jason Walker, Child Psychologist.

Handouts included: Information on the Interactive Teaching Network; "How to Develop a User-Friendly Continuing Education Program;" and Participants' packet on Promising Practices for Students with Attention Deficit Disorders.

DISTANCE EDUCATION IN NEW MEXICO: A COLLABORATIVE, INTEGRATED MODEL

PRESENTER:

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This session described Project TTEC (Training Teachers on Emergency Certificate). The description included background information, funding, goals and objectives, uses of technology, student and faculty support services, evaluation of the project, and distance education efforts in New Mexico.

A critical shortage of licensed special education teachers exists in rural and remote regions of New Mexico. At present, nearly 500 teachers hold emergency certificates in the state, thus comprising a significant proportion of service delivery in the field. These professionals must complete at least nine credit hours of coursework per year to retain their positions, a difficult task in rural areas located far from institutions of higher education. Teachers on emergency certificates can be well served by coursework suited to their specific needs and delivered to local sites via distance education technologies.

A collaborative effort to deliver coursework has evolved among the University of New Mexico's Division of Continuing Education; the UNM Department of Special Education; the College of Education/Division B; the New Mexico State Department of Education, Special Education Unit and the ten Regional Center Cooperatives (representing more than 60 school districts).

Project TTEC targets the delivery of 33 hours of graduate coursework to rural teachers on emergency certificates. Courses will be delivered over a three-year period in a planned program of study using an integrated system of technologies. These technologies include interactive television, electronic mail, audio teleconferencing, preproduced audio and video, and print-based materials.

Handouts included: Description of Project Training Teachers on Emergency Certificate.

**FULL INCLUSION USING ASSISTIVE TECHNOLOGY:
A DISTANCE EDUCATION PROGRAM AVAILABLE TO EVERYONE**

PRESENTERS:

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The Research Institute of Assistive and Training Technologies (RIATT) at the University of New Mexico recently delivered its first distance training sessions to instructional personnel across rural New Mexico. This training focused on classroom applications of educational and assistive technology for inclusive and multicultural education. RIATT is now planning and developing extensive courses in assistive technology for distance delivery.

This presentation focused the delivery of distance training, including organization of remote sites, production of satellite conferences, development of instructional videos, training of facilitators, and the importance of wrap-around sessions. The planning, obstacles, and rewards of distance delivery as well as the outcomes of the training sessions were discussed.

This presentation also addressed the potential of distance learning for continuing education and inservice training. Participants received an overview of the many delivery systems currently available to educators, including satellite conferences, audioconferences, computer conferences, CD-ROM, and hypermedia programs.

Handouts included: RIATT Distance Education Information Sheet and Presentation Feedback Form; a Synopsis of the Research Institute for Assistive and Training Technologies with a Teleconference Planning Calendar, National Teleconference Quality Standards, and a description of the academic program and course offerings.

TRAINING PARENTS, PROVIDERS AND FACULTY AS INSERVICE AND PRESERVICE TRAINERS FOR PART H

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This session featured specific strategies used to develop a "training of trainers" model to provide and support community-based early intervention training. This session, built on information which was presented at the CSPD conference last year, provided an overview of the STARS training model. The information contained in this session furnished the participants with specific strategies for establishing community-based training initiatives. The presentation provided:

- The features of the Facilitators Training;
- An overview of the curriculum content and training process;
- A summary of the benefits of this community-based model;
- Challenges encountered during implementation; and
- Strategies to overcome the challenges.

Participants sampled some of the activities that were contained in the training. They received information about how to assess the training needs in their program and were involved in discussions of ways to replicate features of a successful training of trainers model. By providing opportunities for families, service providers and higher education faculty to be trained together, this model achieves the goals of merging inservice and preservice content and defining a clear role for higher education faculty in community service delivery. The model addressed the cross-training of faculty, service providers and families, and develops a bridge between preservice (higher education) and direct service.

The Facilitators Training is a key component to the success of Sooner Start, Oklahoma's Early Intervention Program. It ensures that infants and toddlers with disabilities are served within their communities by local service providers and families whose knowledge and skills are updated on an ongoing basis through access to the regional training team.

Handouts included: Abstract describing the STARS Training Program, including the features of facilitators training, curriculum, benefits, and considerations.

STRATEGIES FOR IMPROVING THE PERFORMANCE, MANAGEMENT AND PREPARATION OF PARAEDUCATORS

PRESENTER:

Anna Lou Pickett, Director
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This session highlighted concerns and approaches related to the effective utilization, training, and career development for paraeducators employed in inclusive classrooms, early childhood education and transition services. As policymakers and administrators set standards and develop strategies for improving the quality of education for all children and youth, scant attention is being paid to policies and practices that impact on the performance, management and preparation of paraeducators. In today's schools, paraeducators are technicians who participate in all phases of the instructional process and the delivery of other direct services to children and their parents. Despite increased reliance on paraeducators in more complex and demanding roles, training for paraeducators, when it is available, is highly parochial, not competency based, and not part of state or local systems of personnel development. In addition to direct contributions by paraeducators, they provide a valuable pool of potential teachers from diverse cultural and ethnic heritages.

Results of various initiatives to restructure and redefine the roles of professional educators is that teachers have become frontline managers who are expected to direct and provide on-the-job coaching for paraeducators. For the most part, however, teachers are not prepared at either the undergraduate or graduate level to supervise and work effectively with paraeducators. Further compounding this current situation, is the lack of joint efforts among State Departments of Education, Local Education Agencies, and Institutions of Higher Education to address these issues and develop policies, standards and infrastructures for improving the performance, management and preparation of a skilled paraeducator workforce.

This session identified the similarities and distinctions in the skills required by paraeducators working in different programs and settings. The presenter discussed established standards for the training of paraeducators and the criteria for career advancement through different levels of paraeducator positions.

Handouts included: Strategies for Improving the Performance, Management, and Preparation of Paraeducators which identified administrative and regulatory issues, training issues, duties of Levels I, II, and III paraeducators, core curriculum for paraprofessionals, and resource materials available from the National Resource Center for Paraprofessionals.

UPDATE ON CURRENT TRENDS IN THE USE OF PARAPROFESSIONALS IN EARLY INTERVENTION AND PRESCHOOL SERVICES

PRESENTERS:

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As services for infants, toddlers, and preschoolers with disabilities and their families increased nationally, the demand for qualified personnel to perform these services has also increased. The employment of paraprofessionals is one strategy that has been adopted by some states and communities to ensure the availability of quality personnel. The presenters discussed: (1) the extent to which paraprofessionals comprise the current work force; (2) the role function of paraprofessionals; (3) service delivery challenges and promising practices; and (4) considerations for training and supervision. The session provided the following guiding principles and indicators for the employment of paraprofessionals:

- Principle 1: Policies and procedures recognize and support paraprofessionals as integrated partners in providing early intervention and preschool services.
- Principle 2: Families are an integral part of the partnership and the primary decision makers concerning their child's care and education.
- Principle 3: The entire team, including paraprofessionals, participate within clearly defined roles to provide appropriate services for young children with disabilities and their families.
- Principle 4: Administrators/program managers assume a central role in the support and recognition of paraprofessionals as integral partners in providing services.
- Principle 5: Paraprofessionals receive career development support and supervision consistent with their assigned responsibilities.
- Principle 6: All partners document their efforts and use evaluation information to improve policies, services, and practices.

Handouts included: Guiding principles and indicators for paraprofessionals in early intervention by Nancy Striffler.

SUPPORTING PROFESSIONALS-AT-RISK: PREVENTING BURNOUT AND IMPROVING RETENTION OF SPECIAL EDUCATORS

PRESENTER: Elizabeth Cooley, Ph.D., Senior Research Associate
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Far West Laboratory for Educational Research & Development
San Francisco, California

Delivery of high-quality services to students with disabilities depends on a school's ability to maintain an adequate number of qualified teaching staff. Unfortunately, increasing caseloads and shrinking resources have contributed to staff burnout and excessive turnover rates among special educators (as high as 30% per year in some urban areas). Thus, many schools find their efforts to serve their students with disabilities severely impaired. Effecting solutions to tough problems like this one requires a balancing of individual and organizational approaches, of immediate and long-term strategies.

Two interventions (Burnout Prevention Workshops and a Peer Collaboration Program) were developed and empirically evaluated under a federal grant, with the aim of finding ways to support and retain "at-risk" professionals. Results indicated that the programs had a positive impact on factors related to turnover.

The programs described in this session serve to enhance professionals' individual quality of life on the job while at the same time building and supporting collegial networks. These are but two of the many possible options that can be employed as longer term systemic change efforts are underway toward solving critical problems.

This interactive presentation presented procedures and research findings, and the group explored implications and next steps.

Handouts included: Abstract of the Teacher Support and Retention Project, manuscript, "Supporting Professionals-at-Risk: Evaluating Interventions to Reduce Burnout and Improve Retention of Special Educators," Far West Laboratory Policy Update on Special Education at a Crossroads, brochures on the Far West Laboratory for Educational Research and Development.

ISSUES IN THE PROVISION OF OCCUPATIONAL THERAPY SERVICES IN SCHOOLS

PRESENTER:

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American Occupational Therapy Association
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Occupational therapy practitioners provide services to children and youth and their families in schools and early intervention programs under the auspices of the Individuals with Disabilities Education Act (IDEA). One third of the Association's membership provides services to children and youth of all ages, with school settings being the primary work setting for occupational therapy personnel. The movement toward improved and more efficient models of learning and instruction, as well as administrative concerns (such as staff shortages, costs, and shrinking resources) are forces, impacting school-based occupational therapy practice.

This presentation explored the "what" and "how" of these changes. It outlined the multiple factors and issues related to the provision of occupational therapy services under IDEA. The session discussed strategies for CSPD Coordinators and program administrators in their activities relative to occupational therapy practitioners. Data from AOTA's 1993 School-Based Practice Survey was shared with participants. Relevant Association activities and initiatives were also discussed. Interactive discussion, audiovisuals, and handouts were used to illustrate issues and generate strategies.

Handouts included: AOTA position paper, "Use of Occupational Therapy Aides in Occupational Therapy Practice;" AOTA Concept paper, "Service Delivery in Occupational Therapy;" AOTA Standards of Practice for Occupational Therapy; copies of two articles, "The Shortage of Occupational Therapy and Physical Therapy Personnel in Schools: Implications and Actions" and "Job Recruitment and Retention Factors for Occupational Therapists in Utah," American Journal of Occupational Therapy; Fact Sheet on Occupational Therapy Services for Infants and Children; AOTA Denver Dispatch describing the 1995 Conference; examples of OT Week.

POLICIES AND PROCEDURES FOR THE USE OF BEHAVIOR INTERVENTION STRATEGIES

PRESENTERS:

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This session described Utah policies and procedures related to the selection of Least Restrictive Behavioral Interventions. Training procedures, checklists, and training videos were shared. The Utah State Office of Education developed the Least Restrictive Behavioral Interventions (LRBI:USOE, 1993) to provide state-of-the-art guidelines and standards to IEP Teams and others dealing with behavior problems and interventions. These guidelines were adopted by the Utah State board of Education as part of the Utah Special Education Rules. The standards assure that IEP teams have the information they need to make informed decisions, which minimizes their risk for due process hearings and litigation and provides students with access to effective education procedures and enhanced due process.

This session presented information on staff training in the effective use of the interventions. Training sessions and materials addressed the use of preliminary strategies and four levels of interventions (Positive Intervention Procedures, Mildly Intrusive Contingent Procedures, Moderately Intrusive Contingent Procedures, and Highly Intrusive Contingent Procedures). Current LRBI training is based on systematic statewide and school district presentations and workshop trainings. In development, are videotapes and implementation checklists to supplement the trainings. The checklists include step-by-step implementation procedures with supplemental videotapes that provide additional examples and clarification related to the use of each procedure. Inservice training is provided by the Utah Learning Resource Center for school personnel, parents, administrators and members of human rights committees. Inservice training materials, checklists, and video excerpts were shared during this session.

CSPD COLLABORATION FOR CHANGE: A SOCIAL MARKETING PERSPECTIVE

PRESENTERS: Beverly Schwartz
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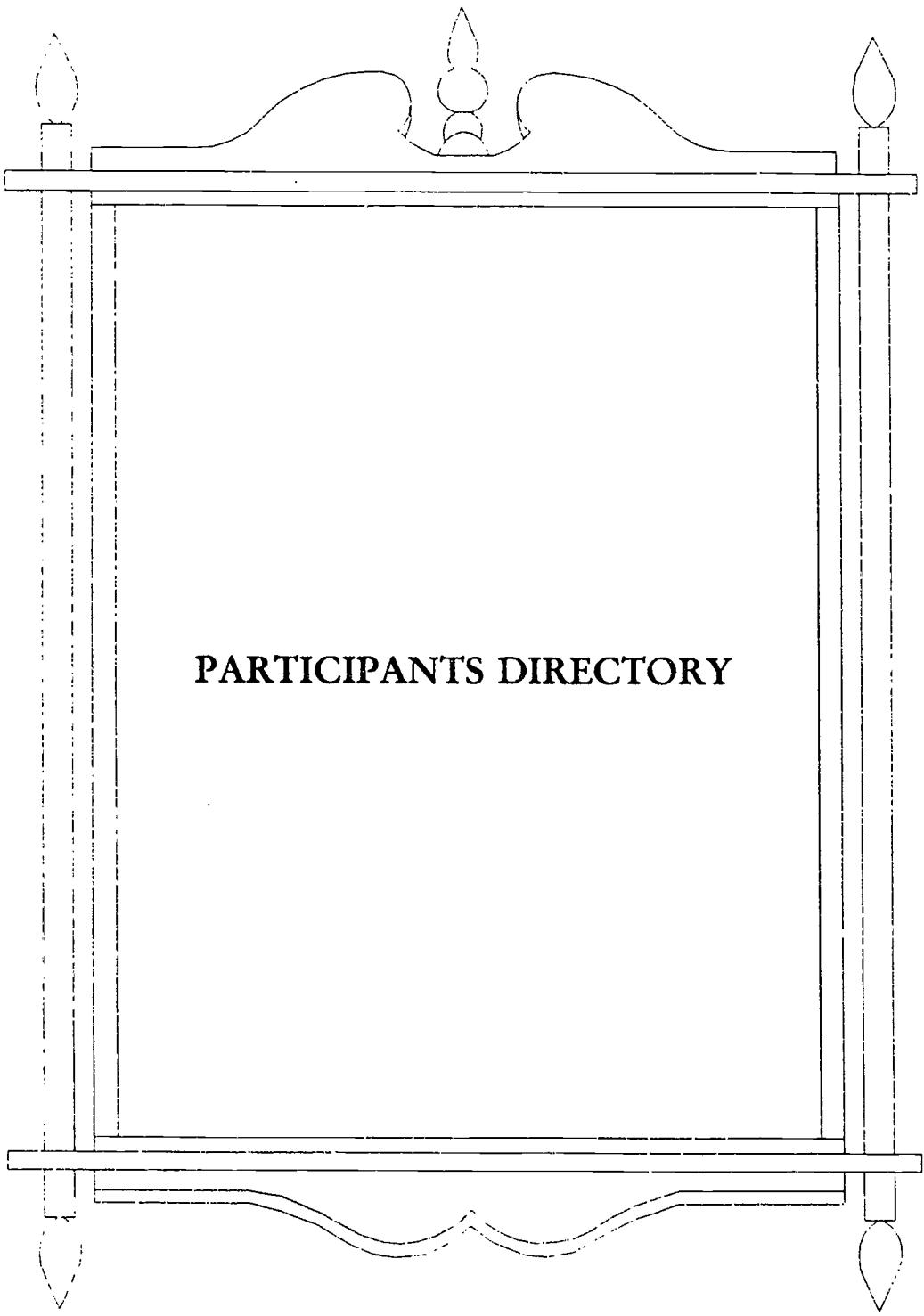
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Social marketing is a program planning process which promotes voluntary behavior change based on building beneficial exchange relationships with a target audience for the benefit of society. Social marketing is successful because it offers benefits people want, reduces barriers people face, and persuades people, not just informs. The social marketing process begins with market research and analysis. A first step is to identify your goals and objectives. Goals describe the overall change you wish to bring about. Goals are derived from the following questions: What is the broad problem? What needs to be done about it? How can people or institutions help? What kind of resources (budget, talent, ideas, technologies) do I have to invest in the solution? Objectives are the intermediate, measurable steps taken to reach the goals. The next step is audience segmentation, a process by which audiences are organized into homogeneous segments. Who matters most to solving the problem? What are they like demographically? Of those who matter most, who could I reach most effectively, given the resources that I have available? Who in this population is the most disposed to change? Situational analysis involves an assessment and analysis of your audience and all the current environmental influences. How can you tie your program into the target populations' needs? How much does your audience already know? What misconceptions do they hold? What fears/barriers do they see? What channels of communication do they pay attention to? Who do they look up to/trust/believe on subjects like this? Do they feel they can actually do something useful about it? How important do they think this is compared to other problems they are facing? Then refine the audience segmentation by looking at common misconceptions, barriers, attitudes, figures they believe are credible, and places where they can be reached.

The next step is analyzing your offering and the competition. What is the target audience doing right now? What do they like about what they are doing and what aspects bother them? What kinds of things could they do to solve the problem? What barriers would they run into? What could we do to make the new things fun, exciting, entertaining, rewarding?

Intervention strategies are developed by restating the program objectives and offerings and redescribing the target audience. A series of questions are answered to identify primary strategies. What is the key benefit the audience wants to get from this offering? What is the support or evidence the audience will receive to prove the benefit is real? What services, support systems or networks need to be in place to support offerings? What is the availability and accessibility of the offering? What are the channels of communication to use to reach the target audience? What is the message? How and when will the message get to the target audience?

Handouts included: Social Marketing Process handout with glossary of terms, social marketing case study, and questions for analyzing a social marketing program.



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